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THE NEW FIRST COURSE

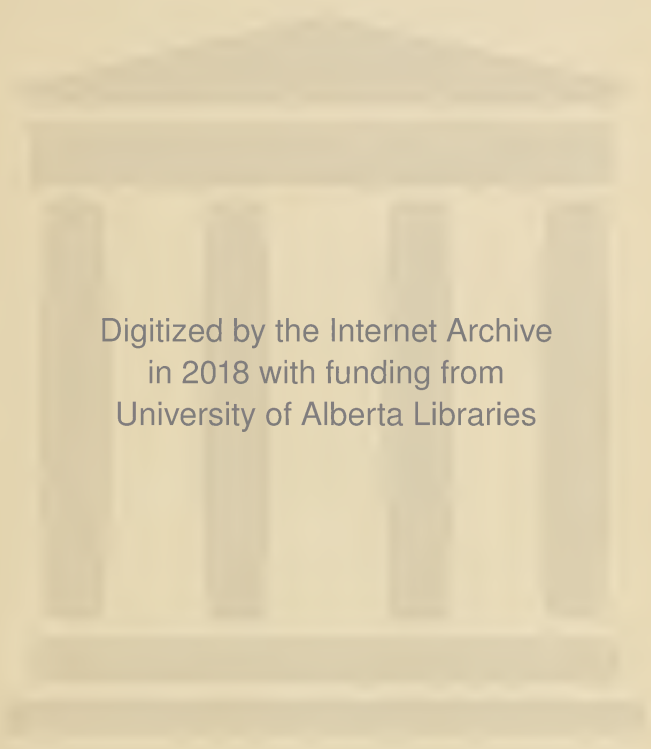
IN

HOME MAKING

MAUDE RICHMAN CALVERT

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THE NEW FIRST COURSE IN HOME MAKING

Lessons in Home Making For
The Junior Home Maker

By
Maude Richman Calvert

Assisted by
Anna E. Richardson
Editor and Educational Advisor

Illustrated by
Mary Clemmitt

SMITH, HAMMOND & COMPANY
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Made in U. S. A.

To my father and mother
in memory of
a happy childhood

Preface

This new FIRST COURSE IN HOME MAKING has been made necessary by the advance in professional thought and the ensuing demand for ampler scope in subject matter than seemed justifiable in the first editions. It is in no sense an abandonment of original conceptions and ideals, but on the contrary it is a structural enlargement of the original plan by the addition of new units, together with such changes in subject matter and methods of presentation as sound experience has dictated.

It is the hope of the author and her co-workers, who have given so unstintingly of their time and labor, that this volume will supply beginning classes with a single perspective of the personal, home, and community relations of the individual; that it will create and stimulate a greater interest in the natural instinct and love for home making; and, above all, that it will lay the foundation for those who use it as a textbook upon which to build an everyday regimen of sensible and useful living.

The book is planned for use as a complete course in the junior high schools, or either as a general course in the first year of high schools organized on the eight-four plan or as a preliminary course in the advanced elementary grades. For adaptability to these varying course-of-study requirements and for convenience in teaching, the subject matter, which has been organized on the "unit plan," is further subdivided into chapters with summaries, assignments, and references at the end.

This plan of organization is ideal in that it seeks to unify scholastic preparation by bringing up to the same level of preparedness for the work of the advanced specialized courses those who study home making in the widely differing atmospheres of the junior high school, the first

year of high school, and the two upper grammar grades. Justification for such an organization of subject materials is based on the now thoroughly crystallized opinion that the study of a general short-unit course in home making should precede the intensive study of any isolated phase of the subject, such as cooking, sewing, or home management. This opinion is highly tenable because the vast number of girls who never reach high school or drop out before finishing the course should have opportunity to learn as much as possible about their home relations and general home responsibilities in the brief time they have for study.

Opinion favoring the general short-unit course is further strengthened by the demand for a wider range of opportunity for home practice and observation of home activities than is afforded when a whole year is given over to the study of foods or clothing, as the case may be. In fact, evidence is not wanting to show that there is a tendency toward organizing the work of the later high school years on the basis of "levels of related subject matter," in order to secure to the student body the benefits of a program of practice and observation in the connection and sequence in which the home experiences occur.

It is not expected that the units and chapters will invariably be studied in the order presented here, especially if boys participate in the course. However, the author suggests that all beginning classes start with Unit I, Living with Others, or Unit VIII, Happy, Healthy Childhood, since both deal with habit formation and appreciations of family ideals.

Acknowledgments

The author wishes to express her gratitude and her sense of indebtedness to former teachers, classmates, and co-workers who, through the influence of their thought and their active help, so materially assisted in the preparation

of FIRST COURSE IN HOME MAKING and contributed toward its subsequent rebuilding.

Individual recognition is due the following for the services mentioned before their names:

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MAUDE R. CALVERT.

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INTRODUCTION

Schools of the present day are endeavoring to help pupils meet successfully the problems of everyday living by organizing the course of instruction so as to provide experiences that are based upon the everyday interests and social needs of children. Such a course of instruction brings immediate satisfactions and lays foundations for meeting the problems of adult life.

Of all the everyday interests none is more significant than those which have to do with youth's relations to home and family life. They involve problems of personal development, the ability to make and maintain satisfactory relations with others, and the knowledge and skills essential for the satisfactory functioning of home life.

Studies in child development and investigations into the problems of our adolescents emphasize the importance of the early years of home life and the consequent need for helping young people during this period in making environmental adjustments and in sharing more fully the home responsibilities. This means that the home and school must work together so that boys and girls may have not only the chance to share as fully as possible in the home activities, but also guidance which will enable them to interpret these home experiences and build upon them.

We look to the home to give the child those experiences which can come only from living closely in a group relationship. But this is not enough. The school must do

more than assist by interpreting home-making activities and family relationships. It must integrate and relate to his home life the information, skills, habits, and attitudes that the child is acquiring both in and out of school.

As statistics show that less than one-half of the children entering school finish the first and second years of high school, it becomes the responsibility of the junior high school or the upper elementary grades to offer satisfactory instruction in home making if the majority of our school children are to have the fundamentals of education for home and family life.

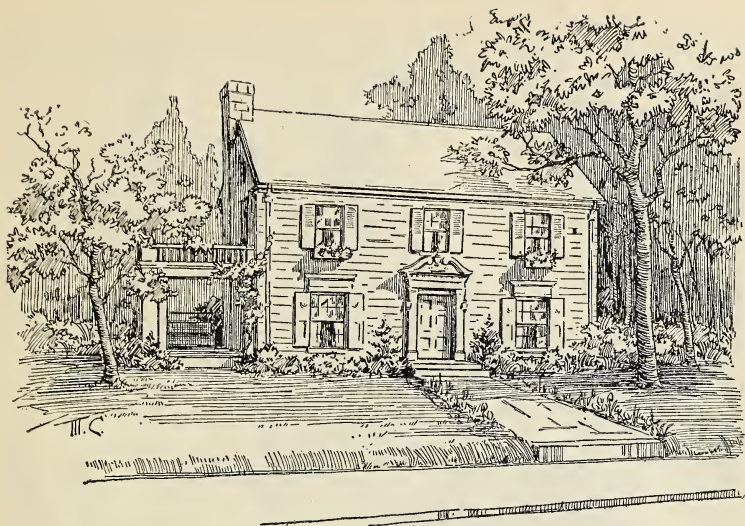
This new edition of *FIRST COURSE IN HOME MAKING* admirably meets the needs of pupils in the junior high schools and the upper elementary grades, for it recognizes throughout the importance of co-operation with the home and presents in a simple and direct manner the home problems that are of interest to children of these ages. The book is divided into eight units, each of which deals with one important aspect of home making. These units are in turn divided into chapters which well cover the field and emphasize the significance of the interrelationships of the home-making responsibilities in maintaining satisfactory home life. Each chapter is cleverly summarized in two sections: "Things to Remember" and "Things to Do." The latter offers suggestions for school and home activities which add to the zest for the subject and give the brighter students opportunity for additional work. The suggested readings are also well placed at the end of each chapter.

While the book has not been written primarily to meet the needs of boys, there is scarcely a chapter in the eight

units which does not offer instruction of interest and of value to boys as well as to girls. The book, therefore, might very well be used with mixed classes, or, with slight adaptation, it could be used successfully in classes for boys.

The author, Maude Richman Calvert, is well fitted to write this textbook. Her success as a teacher and supervisor of home economics is a guarantee of her knowledge of the field and her understanding of the problems of the school. Her professional experience has been enriched during the past eight years by the responsibilities of a home and the care of her three small children. This new book, which has come as a result of requests from many sources for the amplification of the contents of her former book by the inclusion of material which would make the book more generally useful, is likewise enriched by the author's growth in practical experience.

ANNA E. RICHARDSON.



UNIT I. LIVING WITH OTHERS

CHAPTER I

WORTHY HOME MEMBERSHIP

What Is a Home? The sun-baked hut of the Mexican lad, the house-wagon of the Gypsy boy, the thatch-roofed dwelling of the brown-skinned girl in the wilds of South America, the igloo of the Eskimo—these are homes to some boys and girls, just as your brick bungalow or shingled cottage is home to you. The idea of home is usually associated with that of family, as a place wherein the mother feeds and cares for her young ones, while the father helps her in providing for and protecting the home. We think of a home as a place where any individual or group habitually stays.

But home is more than a place where a family group live together for a prolonged period of time. Home is a place where we may enjoy rest, peace, quiet, comfort, and



The Home—Where Protection, Care, Love and Learning Have Their Source.

happiness; a place of understanding, reassurance, and security. It is a place where grown men and women recall happy childhood memories; where the youth, taking his father and mother as examples, forms his ideals of manhood and womanhood; a place where the aged find happiness in peaceful reflection. It is in the home that we first discover the love of human beings for each other, and it is there we learn to play, to work, and to live, by watching and living with those dear to us.

What Is Home Making? In general, home making may be defined as the method or methods by which provision is made for the needs of the family group. In the more definite sense, as here used, it involves a study of the family we live with, the house we live in, the food we eat, the clothes we wear, and our relationships to each other in our homes and to the people in our community.

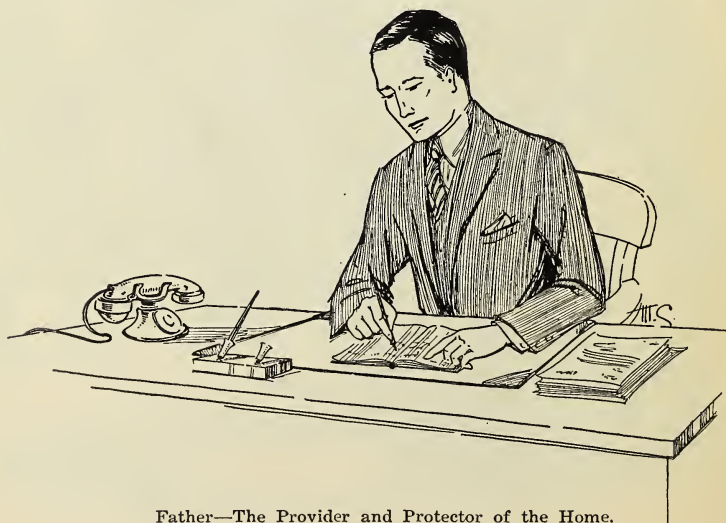


Mother—The Organizer and Manager of the Home.

A study of the subject should make boys and girls more worthy members of their family groups by making them more appreciative of the problems of home life. It should make them more worthy citizens by making them more appreciative of the problems of the community in which they live.

What Is Mother's Job? Mother is the general manager of the home. She assumes the chief responsibility in the care and training of the children, feeding and clothing the family, nursing members of the family in time of sickness, and managing the family finances. It is she who cares for the house, keeping it clean, attractive, and comfortable, making it a friendly place, warm with sympathy, and gay with mirth.

Figuring Mother's Worth in Dollars and Cents. Find out how much it would cost a family the size of yours to employ a housekeeper, cook, seamstress, laundress, and a nurse. Could these five people fill your mother's place in your home? Of course not! Thus we see that mother



Father—The Provider and Protector of the Home.

actually earns money in the home. In what other way does she contribute to the family income? "A penny saved is a penny earned," and your mother, through her executive capacity as general manager of the family, is able to earn money by the saving she makes in careful planning and intelligent buying.

What Is Father's Job? Father is usually the provider and protector of the home. He furnishes the income which enables members of his family to buy the necessities and enjoy the luxuries of life. He assumes the chief responsibility of guarding the home against dangers of all kinds, and in assuring the future independence of his family. But more than that, father is the co-operator with mother and the children in building up a wholesome family life. Do you think it is a part of father's job to do household repairing and heavy work in the home? Are there times when he should do housework?

What Is Your Job?

The tasks that mother is called upon to perform in the home are too numerous and varied to accomplish alone. Often the financial responsibilities that your father shoulders become unduly heavy. What can you do to make life easier for your parents? Can you help them by helping yourself? Do you manicure your own nails; shampoo your



This Is One of Sister's Responsibilities.

hair; clean, brush, and press your clothes; help with the preparation of meals; set the table; wash the dishes; dust the furniture; put away the food when it comes from the market; help with the laundry; keep your room clean; put away your books and playthings, and take care of your possessions? Remember that carelessness and thoughtlessness cause unnecessary expense. Like mother, you can earn a penny by saving one.

Parents and Children. A life of happiness for their children is the supreme objective of fathers and mothers. Over a long period of years they cheerfully meet the obligation to provide food, clothing, shelter, and educational training for their children. From the babyhood of the helpless first-born until the last has been cared for and put on the road to success, in so far as their nurture and guidance will help, they make every denial of self-interest for their children.

And their unselfish service does not end at this point. When counsel or guidance is needed by the older children who have left the protecting parental roof, parents supply it—in sickness or sorrow.

Children and Their Parents. Are you thoughtful and considerate of your parents? Do you show by your actions that you appreciate their love and care? Do you ever thank them for their sacrifices in giving you an education? Do you always obey their wishes cheerfully? Do you use a pleasing manner and tone of voice when you speak to them? What do you think of boys and girls who argue with their mothers; who interrupt their fathers? Do you sometimes forget to tell your mother where you are going or when you will return? Do you ever keep her waiting at meal time? As you grow older it will bring happiness and satisfaction to you to know that you were always thoughtful and considerate of your mother. Likewise it

will increase your self-respect and bring joy into your life to know that you were always a source of pride to your father.

The Art of Living Together. Home making is a partnership job that involves the art of living, playing, and working together in a family group. When there is evidence of love, understanding, and companionship between members of the family group, we know that happiness



Harmony, Happiness, and Education Are to Be Gained from Your Interest in the Work of Others of Your Family.

exists among them. For people to live together happily each must recognize the rights of others. Let us remember that "our individual rights must end when they interfere with the rights of others." Each member of the family should see that his actions bring the least possible inconvenience to others of the group. Interest yourself in what concerns other members of your family, since this practice

makes for wholesome family relationships. Be not less sympathetic and more critical of your own family than of other people. Offer criticism if it is helpful and given in a tactful manner so as to avoid heartaches and misunderstandings.

Things to Remember

We usually associate the idea of home with that of family, as a place wherein the mother feeds and cares for her young ones, while the father helps her in providing for and protecting their home. We also call home that place where any individual or group habitually stays.

Home making is a partnership job that involves a study of the family we live with, the house we live in, the food we eat, the clothes we wear, and our relationships to each other in our homes and to the people in our community.

Mother is the general manager of the home, while father co-operates with her in being its provider and protector. As a good home member, it is your task to make life easier for your parents by being thoughtful and considerate of them, and by doing your share of the home duties cheerfully and willingly.

There is love, understanding, and companionship between members of a happy family. Each member is careful to recognize the rights of others and to see that his actions bring the least possible inconvenience to others of the group.

Things to Do

1. What do we associate with the idea of home? What is home making? Name some of mother's duties in the home. What is father's job as a home maker? What are your responsibilities in the home?

2. Show how homes differ. Discuss advantages and disadvantages of the country home, the city home, and the home in the small town. Discuss home life in a city apartment house; a hotel or rooming house. Which do you prefer? Why? What is a home? What makes people feel "at home"?

3. Why is the work of the home constantly changing? Find out what you can about homes in Colonial days. Contrast your grandmother's home with your present home. What modern inventions make housework easier and more pleasant?

4. Write a paper on the life of Ellen H. Richards, the "mother of home economics." Tell how her birthday should be celebrated in your school. Have you read *The Life of Ellen H. Richards*, by Caroline Hunt?

5. Ask your librarian to help you find poems and articles on home and family life, such as *Making the House Home* and *It Takes a Heap O' Living in a House to Make It Home* and other poems by Edgar A. Guest; *Roofs*, by Joyce Kilmer; *A Home Song*, by Henry Van Dyke; and *Mother O' Mine*, by Kipling. Have you read *Mother*, by Kathleen Norris; *Little Women*, by Louisa M. Alcott; *Home Making Versus Housekeeping*, by Carolyn Hunt; and *Mother Cary's Chickens*, by Wiggins? What is your impression of *Mother*, by Whistler? Do you know any other pictures by great artists on home and family life? Do you know the words of *Home, Sweet Home*?

6. List ways in which father, mother, and children contribute to ideal family life. Do fathers and mothers always assume their responsibility at home? List your personal responsibilities to your family.

7. List characteristics of an ideal father; an ideal mother. What kind of boy was your ideal father? What kind of girl was your ideal mother? How has the world changed since your own father and mother were children? List personal traits you admire most in your friends.

8. Mr. and Mrs. Brown have three children, Mary, age 13; John, age 10; and Bobbie, just 4. Mr. Brown works in a bank and receives a salary of \$125.00 a month. Mrs. Brown does all the housework except the laundering of the household linen, which is sent to the commercial laundry. Mr. Brown takes care of the lawn and does other chores around the house. They live in a six-room bungalow. The children do not help with the home work. Mary is unhappy because her mother never finds time to visit the school or to go on picnics with the family. Make a plan showing how each member of this family may share in the housework and responsibilities of the home in order that mother may have a half-day off each week.

9. There are approximately 24,000,000 homes in the United States. Of these, more than 11,000,000 are village and farm homes, while the remaining 13,000,000 are city homes, including spacious mansions, cozy cottages, modern apartments, and crowded flats. Write a paper describing these types of homes,

giving a mental picture of the routine duties in each type of home. In conclusion, tell what you think makes a good home, giving some definite characteristics of your ideal home. Suggest ways in which every member of the family may have a part in making home successful. Tell how good family life influences the life of each member of the family.

10. Some additional readings:

Home and Family Life; from *Junior Home Problems*, Kinyon & Hopkins; Benj. H. Sanborn & Co.

On Being a Girl; Gibson; Macmillan. Part II, *The Girl: Her Family and Friends*.

Letters to His Children; Roosevelt; Chas. Scribner's Sons.

The Home Maker; Fisher; Harcourt, Brace & Co.

Manners At the Table; Delineator Service, New York City.

A Book of Manners; Bailey; McCall Magazine Co., New York City.

Table Service for Busy Families; State Board for Vocational Education, Topeka, Kansas.

CHAPTER II

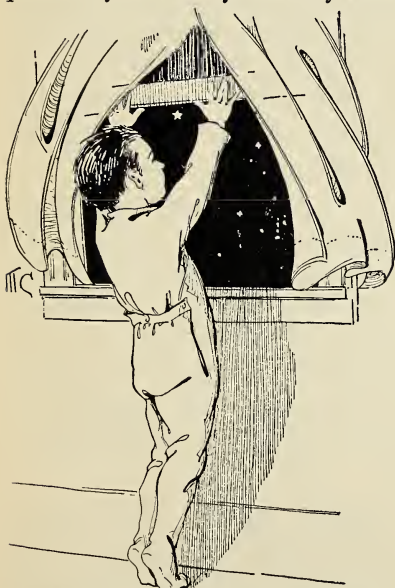
YOUR HABITS AND YOUR PERSONALITY

What Are Habits? Habits are acts so well learned through constant repetition that we perform them without effort or conscious thought. Once we have learned how to perform an act it is easier to do it again. When we can perform it without thinking, doing the act has become a habit. Frequent use of a habitual act causes one to execute it with greater ease and skill. If it were not for the improvement which comes with the frequent repetition of an act we could not improve over our first efforts to use the typewriter, play the piano, or write shorthand.

Habits in Daily Life. Do you realize that the greater part of your daily activity is automatic and habitual? You

are in the habit of rising at a fixed hour in the morning. You then perform your toilet also as a matter of habit. You bathe, brush your teeth, comb your hair, don clean clothes, and go to breakfast, obedient in each act to the habit you formed in learning to do it.

Arrived at the table, it is a habit with you to hold your knife, fork, and spoon in a certain way. Likewise you have formed the habit of rel-



One of the Health Rules That Should
Become an Early Habit.

ishing all the breakfast foods, some of which you may not have liked at first. Again, it is a habit to eat the breakfast foods in order, such as drinking a glass of water and eating fruit before eating the toast or cereal.

Since you have walked to school every day for a long period of time, you do not have to stop and think which street you cross or at which corner you turn. Walking to school is an act which has become a habit, and you perform it unconsciously. Trace the remainder of a day's activity, noting the habitual acts that you perform day by day, week by week, month by month, and year by year. What per cent of our activity is purely automatic and habitual?

Value of Habits. There is a direct relationship between habit and efficiency. Since habits run themselves, the more you can reduce the habitual functions of life to automatic, unconscious acts, the greater opportunity you have to direct your energy and attention to problems that cannot be reduced to habits. It is a kind of economy to form useful habits, since by doing so they simplify your life and save you time and effort.

Good and Bad Habits. Good habits, fundamental in everyday routine, are well-learned acts which serve a useful purpose. They make you more capable, more efficient, and bring pleasure and happiness to you and those associated with you. Bad habits are a hindrance to you, and will eventually bring dissatisfaction and failure upon you. Therefore the greater your capacity for forming the right kind of habits the wider your possible opportunities in life.

Changing Bad Habits to Good Habits. How fortunate we are that habits can be shaped, changed, and stopped, and that new habits can be formed to make us happier, healthier, and more efficient; to make us better

play fellows, and more worthy members of our home and community. Good habits, however, cannot be formed in a day. Neither can desirable habits be substituted for undesirable habits by merely reading a few paragraphs on habit formation. It takes constant and consistent practice or training, self-control, and perseverance to discard undesirable habits or to acquire worthy ones.

Forming New Habits. In acquiring a new habit, you must first be sincere in wanting to possess the habit. Second, you must direct the full strength of your interest and energies toward this habit until it has become an automatic, unconscious, and therefore habitual act. Third, you should get genuine pleasure and satisfaction out of practicing the new habit. And last of all, you must not allow the old habit to reappear if the new one is to be a secure thing in your life. William James, the famous scholar and teacher, gives an interesting illustration of what happens when we allow the old habit to creep back into use. He says: "Each lapse is like the letting fall of a ball of string which one is carefully winding up; a single slip undoes more than a great many turns will wind again."

In discarding a bad or undesirable habit, you also begin with determination—this time to rid yourself of the habit. Disuse or discontinuance of the bad habit is the only influence that will drive it out of your life. And, as in forming a new habit, you must not allow any lapse to occur. If the bad habit is possessed by a younger brother or sister you can help him get rid of it by associating dissatisfaction or unpleasantness with its use. Read how bad habits of children may be broken on page 461.

Your Personal Habits. Habits are the most important elements in human behavior. They control your body, your mind, and your conduct. The greater your capacity for forming the right kind of habits, the wider your possible opportunities in life. But once formed, habits run

themselves. If they are bad, our habits are likely not only to run themselves*but to run away with us.

You have been forming habits since your birth. You are largely what you are because of those habits. They are your servants or your master: your servants if it annoys you to see disorder around you and satisfies you to do your part in restoring order; your master if you leave things for others to do at home, are careless about your work, and take no interest in helping others.

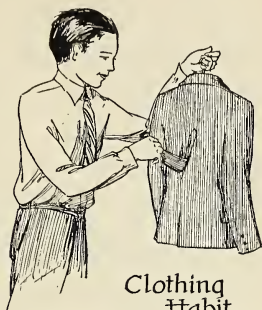
At your ages boys and girls are reaching that stage in their growth and development when they learn to do hard things well. It is the period of life in which they form high ideals, increase their skill in doing work, and improve their talent for music, sewing, and the other arts. It is the place in all successful lives where bad habits are discarded and ones fit to last through a worthy career are formed. If you do not form good habits now bad ones will form and master you.

Classification of Habits. Habits are sometimes classified as physical, mental, social, and emotional.

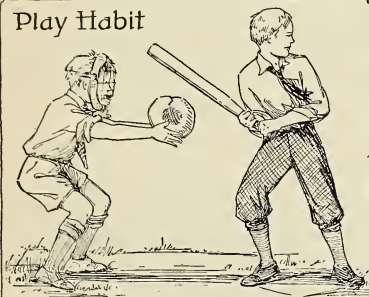
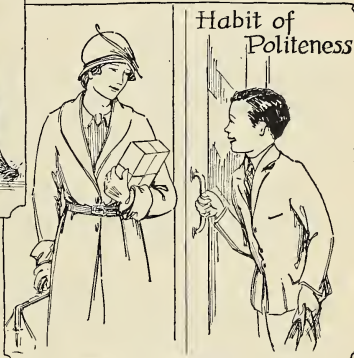
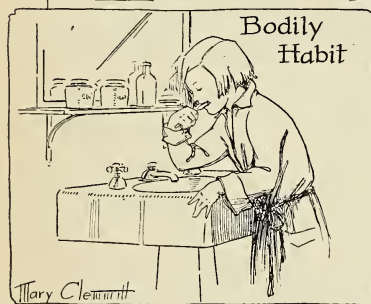
Physical habits are those that have to do with keeping the body in a good, healthy condition, such as habits of keeping clean, eating the right kind of food, wearing proper clothing, getting sufficient sleep, rest, and recreation, and keeping the weight normal.

Mental habits have to do with the mind. Good mental habits include the ability to think straight, that is, the ability to analyze situations, to adjust oneself to environment, and to concentrate on work.

Social habits are those that have to do with one's relations with other people. Good social habits imply the ability to be considerate, truthful and trustworthy; the ability to co-operate and respond to leadership, and the ability to yield to recognized authority.

Food
HabitClothing
Habit

Play Habit

Habit of
PolitenessBodily
Habit

Emotional habits are those that have to do with the disposition. Some of the strongest emotions are

love, anger, and fear. Control should be kept over all undesirable emotions, such as anger, for no one has a right to spoil the atmosphere for others by being personally irritable and cross.

Another way to classify habits is to refer to them as school habits, home habits, church habits, street habits, community habits, and so forth.

Again we may classify our habits in still smaller units such as the following*, or their opposite:

Play habits.....fair play, cheerful losing

Bodily habits.....clean face and hands, daily bath

Work habits.....thoroughness, accuracy

Sleep habits.....regular hours, windows open

Food habits.....eating green vegetables, drinking milk

Clothing habits.....keeping clothing neat, clean, mended

Housekeeping habits..orderliness in own room and bathroom

Habits of politeness..consideration for others, observance of
rules of good usage

Spending habits....buying economically and only when
necessary

Saving habits.....putting away something for the rainy
day; the opposite of spending fool-
ishly

Moral habits.....truthfulness, dependability

Habits of thought....“As a man thinketh in his heart so is
he”

Personality and Habit. What do we mean when we say that our friends have pleasing, delightful, or commanding personalities? We mean that they have certain traits of personality and character which, after all, are habits, that meet with our approval. Since habits so intimately reflect personality and character, your own personality and character are but little more than the sum of your habits.

Check up on your habits to see how they are influencing your personality and character. Try to think of some personality trait that would improve your behavior. Also see

*Adapted from *Influencing Human Behavior*, H. A. Overstreet; p. 147. Publishers, W. W. Norton & Co., Inc., N. Y. City.

if you have any habit that makes you unpopular or disliked.

Personality and Character in Our Daily Contacts.

The problem of living happily with others depends largely upon whether or not our personality and character traits are admired by others. Likewise we enjoy coming in contact only with those people who have charming manners and fine characters. The friendships that are formed at home, at school, and elsewhere will always be vital factors in the success and happiness of every individual. However, the capacity for making friends is not inborn, but usually is achieved by practicing habits of cheerfulness, politeness, orderliness, kindness, and the like, from childhood on.

In a recent bulletin on Social and Family Relationships, by Jane S. Hinkley, of the University of Nebraska, the author, discussing personality traits and their influence in our lives, says in part:

“The chief activities of boys and girls as well as adults will be those in connection with:

- A. School, Church, Community Organizations
- B. Home
- C. Friendships

These contacts, if they are wholesome and desirable, involve:

- A. Ability to get along with others.
- B. Ability to appreciate the home and help to make home life happy.
- C. Ability to make and keep friends.

If we analyze these abilities, we find that certain personality traits are involved, that is, to have these abilities one must possess certain characteristics or personality traits. The extent to which the person possesses these characteristics is the extent to which he has these abilities. Perhaps the most outstanding traits that go to make up these abilities are:

A. Ability to get along with other people.

1. Respect for the rights of others.
2. Respect for leadership.
3. Desire for the welfare of others.
4. Respect for regulations.
5. Self-control.
6. Courtesy.
7. Co-operation.
8. Dependability.
9. Honesty, integrity.
10. Tact.
11. Adaptability.

B. Ability to appreciate the home and to help make home life happy.

1. Thoughtfulness.
2. Kindliness.
3. Consideration for the likes and needs of others.
4. Willingness to share responsibility.
5. Sympathy
6. Understanding of others and their viewpoints.
7. Cheerfulness.
8. Self-denial.
9. Patience.

C. Ability to make and keep friends.

1. Comradeship.
2. Loyalty.
3. Sincerity.
4. Belief in the best in others.
5. Optimism.
6. Respect for the privacy of others.
7. Sense of justice.
8. Helpfulness.

“It is difficult to determine just what traits are most essential to each of these abilities, hence any classification must be more or less arbitrary. However, there are certain traits that seem to be necessary to getting along with people in daily contacts outside the home; others which have to do with being worthy home members or home makers; while still others have to do with the ability to make and keep friends.”

Children and Their Habits. The growth and development of young children depend, to a large extent, upon the environment provided by their parents, older brothers and sisters, and other adults. For this reason, every one should have an understanding of the problems of babyhood and early childhood. As a child grows older, his responsibilities should increase and his dependence upon other people should decrease.

It is the privilege of older brothers and sisters to help provide the right kind of environment for younger children. What habits do you think young children should be acquiring? List the good habits you think a child of school age should have. Make a plan for helping a young child to form a good habit.

Remember that good habits are fundamental in everyday routine; that they save time and effort, and avert friction and unpleasantness. Remember also that habits are developed by regular and frequent repetition under the same conditions, with no variations in practice, and further, that pleasant association with the performance of the act is most desirable.

Again, you must remember that bad or undesirable habits are broken by disuse and by the association of unpleasantness or dissatisfaction with their practice.

Things to Remember

Habits are acts so well learned through constant repetition that we perform them without effort or conscious thought. Frequent use of a habitual act causes one to execute it with greater ease and skill.

The more you can reduce the habitual functions of life to automatic, unconscious acts, the greater opportunity you have to direct your energy and attention to problems that cannot be reduced to habits. It is a kind of economy to form useful habits, since by doing so they simplify your life, and save you time and effort.

Good habits are well learned acts that serve a useful purpose. Bad habits are a hindrance to an individual.

In forming a new habit, be sincere in wanting to possess the habit. Direct the full strength of your interest and energies toward this habit until it has become an automatic, unconscious, and therefore habitual act. Get genuine pleasure out of practicing the new habit.

In discarding a bad or undesirable habit you also begin with determination--this time to rid yourself of the habit. Disuse or discontinuance of the bad habit is the only influence that will drive it out of your life. And as in the forming of a new habit, do not allow any lapses to occur.

Habits so intimately reflect personality and character, that your own personality and character are but little more than the sum of your habits. The problem of living happily with others depends largely upon whether or not our personality and character traits are admired by others.

Things to Do

1. Review this chapter.

2. List as many of your present habits as possible. What habits do you wish to form? What undesirable habits have you? Think of a good habit you would like to possess. Make a plan for forming it.

3. Make an outline of the habits and personality traits which you believe necessary in learning how to live happily at home; at school. Suggest at least one situation offering the opportunity to practice each habit or trait mentioned in your outline.

4. List habits and personal traits which you admire in your friends. Read *Love and Friendship*, by Jane Austin; *Friendship*, by Hugh Black; *The Business of Being a Friend*, by Berta Conde. What care should be exercised in forming friendships? What principles should govern one in forming and keeping friendships?

5. Test yourself by the following questionnaire, from a Tennessee News-Letter:

The following questions will help you to determine whether or not you are weak in some particular characteristic. Any one of these questions which cannot be answered with "yes" shows that you are weak in that characteristic and need to strengthen yourself.

1. Do you control your temper and not "fly off the handle" when things go wrong? _____
2. Do you think for yourself and not let the opinions of others unduly influence you? _____
3. Do you keep your head in an emergency? _____
4. Do you remain calm under adverse criticism? _____
5. Are you patient in dealing with people who are hard to please? _____
6. Are you able to express your own ideas without causing others to feel that you are overbearing and narrow-minded? _____
7. Do you make and retain friends easily? _____
8. When talking to superiors do you feel free from embarrassment? _____
9. Are you cheerful? _____
10. Do you refuse to quarrel about petty things? _____
11. Do your co-workers respect you and work with you cheerfully? _____
12. Does untidiness irritate you? _____
13. Are you sympathetic? _____ Are you sincere? _____
14. Are you public-spirited? _____
15. Can you be happy in the drudgeries of life? _____

6. Additional readings:

Junior Home Problems; Kinyon & Hopkins; Benj. H. Sanborn & Co.

Twelve Tests of Character; Fosdick; Doubleday, Page.

Fiber and Finish; Dodd; Ginn & Company.

Studies in Conduct; Hague, Chalmers, Kelly; University Publishing Co. (Book 3.)

Etiquette, Jr.; Clark & Quigley; Doubleday, Page & Co.

Good Manners and Right Conduct; McVenn; D. C. Heath & Co.

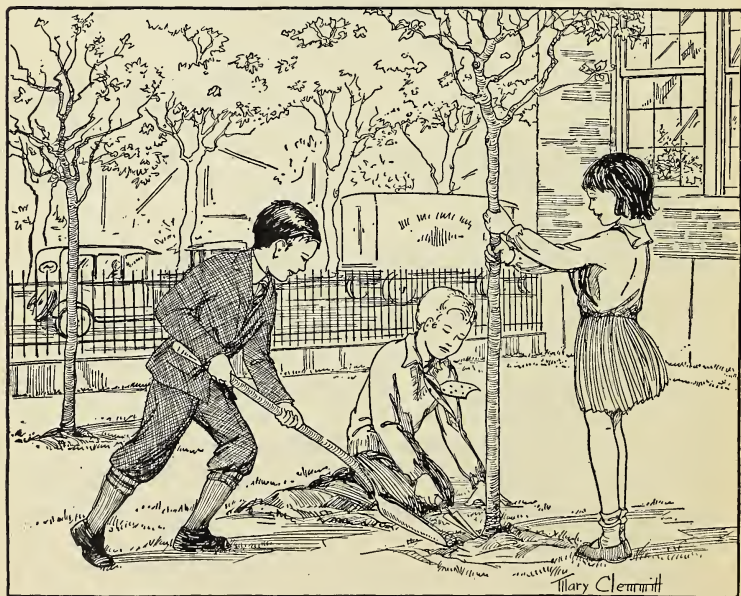
Everyday Living for Boys and Girls; Calvert; Smith, Hammond & Co., Atlanta, Ga.

Chapter III

THE GOOD CITIZEN, JR.

The Community. A community exists wherever the people concerned have common interests. In this sense, a community may be regarded as a district, state, a group of states, a nation, or a part of the world as a whole. The more generally accepted manner of thinking of the community, however, is to regard it from a more local viewpoint. From this angle, a community is an organized unit wherein definite functions for the common good of its citizens are carried out in a co-operative way.

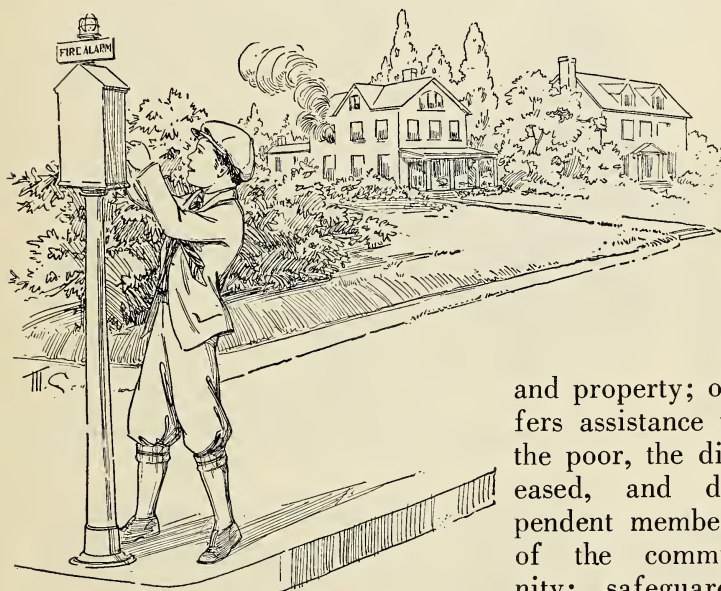
The Community and the Neighborhood. There is a difference between the community and the neighborhood



Planting and Caring for a Tree Not Only Beautifies Your Community but Creates a Lifelong Interest in a Growing Thing, Growing as You Grow.

which is wise for you to distinguish. We think of a neighborhood as a smaller and fairly definite area wherein family and neighborly obligations are outstanding. In contrast, the community embraces a larger territory whose geographical boundaries are not as definite. Its members feel a wider sense of obligation—that of promoting the welfare of their community in direct relationship to the welfare of their country and the world.

Functions of the Community. There are various problems of regulation and service which the community holds itself responsible to render its citizens. It protects life

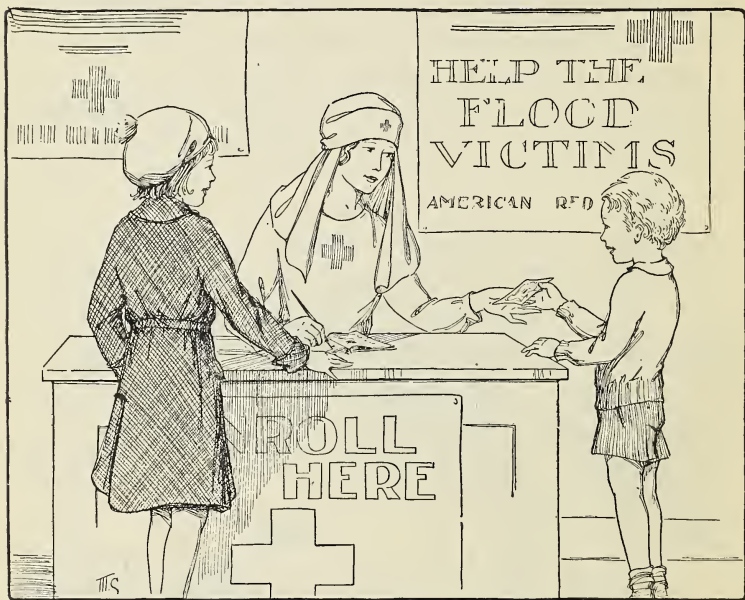


Learn How to Make Proper Use of All Protection That the Community Affords.

and property; offers assistance to the poor, the diseased, and dependent members of the community; safeguards the health in countless ways;

offers public education and recreational facilities; furnishes light, heat, and water; builds and repairs roads. As one of its appreciative young citizens, make a list of the benefits you derive from living in your community.

Organization for Community Welfare. There are many organizations in the community established by citizens who are interested in co-operating to make the community a better place in which to live. There are reform, charity, recreational, educational and religious organizations; men's civic clubs; women's federated clubs; parent-



Learn Early the True Joy of Helping Those in Distress or in Want.

teacher associations, and various others, each working with definite problems for community improvement. Some of their aims and accomplishments include the establishment of playgrounds; free medical clinics; the betterment of laws and regulations for the protection of health; the improvement of traffic regulations; the advancement of cultural education, and the like.

Helping the Unfortunate. Aiding the unfortunate and the needy is one of the most serious problems that con-

fronts the conscientious citizen. Not only must he give immediate aid to those dependent upon the community, but he must be on the alert continually to fight the causes and find means of preventing poverty and disease. In this work there are many civic organizations that co-operate to perform a splendid service for these unfortunates. They aid in establishing free clinics, visiting nursing service,



The Day Nursery Provides Play With Proper Protection While Mother Is at Work.

day nurseries, homes for the aged, hospitals for crippled children, and similar institutions. Local Red Cross chapters also do much to relieve suffering among the needy.

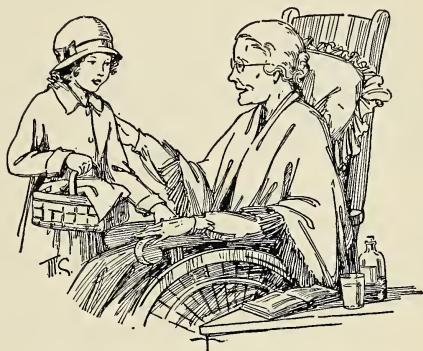
Helping the less fortunate to help themselves is an excellent practice. Assisting the father of a needy family to find work, and making it possible for a worthy boy or girl to earn money in order to attend school are examples of the best kinds of community helpfulness.

Your Part in the Community. You and your family have definite obligations to your community just as you have to each other. In an ideal community the citizens recognize these obligations and co-operate in assuming them. You and your family can help in establishing and maintaining high standards in your community by keeping your home and grounds clean, neat, and attractive, and by encouraging others to do likewise; by forming good health habits; by obeying quarantine regulations and all other laws regulating sanitary conditions for streets, parks, country roads, back yards and alleys. Buy from dairies, bakeries, meat markets, and grocery stores that observe the sanitary rules of the community, thus teaching their owners that being a good community housekeeper is one of the duties of a good citizen.

The Citizen, Sr. All good citizens, young and old, place the welfare of the entire group before that of individual welfare. The older citizen is valuable to his community because he is loyal, kind, self-reliant, reliable, and fair, and practices self-control. Whenever possible he takes an active part in all community affairs. He acts unselfishly and to the best of his ability in co-operating with his fellow men for the betterment of home and community life. He owns his own home whenever possible, and does his share of community "housekeeping"; he protects public property as he would his own; sees that

the dependent are cared for; and obeys the laws and regulations of the community.

The Citizen, Jr. To become a capable, trusted, and responsible citizen is the ambition of every thoughtful boy and girl. Perhaps the best way to realize that ambition is to start now in developing proper habits of conduct. Practice them at home, for most of the world citizens known in history were good home members. Practice them at school, where you can co-operate with your fellow students to make your school an outstanding one in the community.



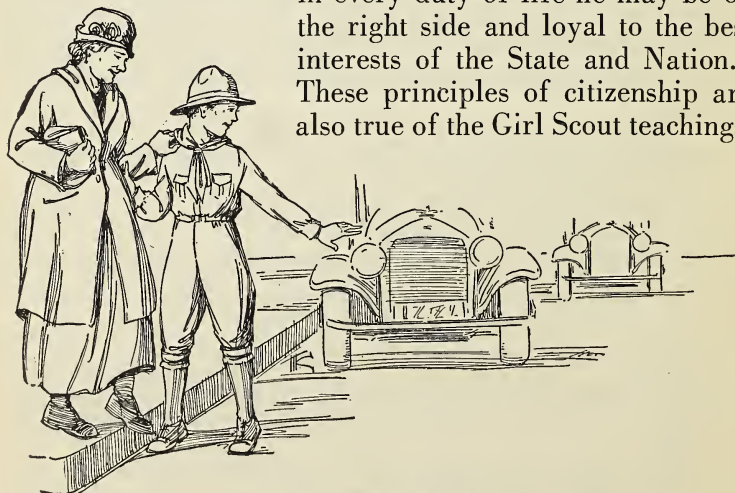
"Giving of Herself in Unselfish Service."

The following list is one drawn up by a group of junior (Oklahoma City) high school boys and girls who resolved to become outstanding senior citizens by training themselves to be good junior citizens in their scholastic activities:

1. Conduct yourself as a lady or gentleman when riding in street cars and buses.
2. Do not loiter or play in halls of buildings.
3. Keep your lockers clean and in order.
4. Dress in good taste, but not necessarily expensively.
5. Use good judgment in school expenses.
6. Support your class and school officers.
7. Select food for lunches with the necessary care.
8. Take some constructive part in the activities of the school.
9. Go to every class with the determination to do your very best.
10. Take pride in helping your school to be the very best junior high school possible.

Boy and Girl Scout Citizens. The Boy and Girl Scout organizations were founded for the purpose of developing patriotism, courage, self-reliance, citizenship, and other worthy character traits in the young people of the country. Scouting has become almost universal, and we find boys and girls from the ages of ten to eighteen years enjoying scouting practices in almost every country of the globe.

Quoting from the Boy Scouts of America Handbook, we learn that "good citizenship means to the Boy Scout not merely the doing of things which he ought to do when he becomes a man, such as voting, keeping the law, and paying his taxes, but the looking for opportunities to do good turns by safeguarding the interests of the community and by the giving of himself in unselfish service to the town or city, and even the nation, of which he is a part. It means that he will seek public office when the public office needs him. It means that he will stand for the equal opportunity and justice which the Declaration of Independence and the Constitution guarantee. It means that in every duty of life he may be on the right side and loyal to the best interests of the State and Nation." These principles of citizenship are also true of the Girl Scout teachings.



"A Good Deed Every Day."

Scouts are taught the importance of service so that they may be capable of doing things for themselves as well as for others. They are trained to meet emergencies of all kinds; how to keep themselves strong and healthy; how to give first aid to the injured; how to put out fire; and how to assist the police in time of need.

The Scout Law. There are twelve points in the Scout Law, a simple creed of honor and chivalry. When Scouts take the oath they promise to be trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

“Be Prepared” is the motto of the Scout. Doing at least one good turn to somebody every day is his worthy practice.

Things to Remember

A community is made up of a body of people who have common interests. The community differs from the neighborhood in that the former embraces a larger territory, and its members feel a sense of obligation to the community in its relationship to the entire country. The neighborhood area is smaller and more definitely defined, wherein family and neighborly obligations are outstanding.

There are various services the community holds itself responsible to render its citizens. Good citizens recognize their obligations to the community and always obey its laws and regulations and inspire others to do likewise.

The unfortunate and needy deserve the aid of every community member. Helping the less fortunate to help themselves is an excellent practice.

It is the ambition of every thoughtful boy and girl to become capable, trusted, and responsible citizens. By developing proper habits of conduct, they may realize this ambition.

Remember always that co-operation between community members is just as necessary to the success of the community as co-operation between members of a happy family group.

Things to Do

1. Write the answers to the following questions:

What is a community? Distinguish between a community and a neighborhood. Name the various functions of a community. How can we best aid the unfortunate? What are the responsibilities of the family to the community? Of the community to the family? What are your personal responsibilities to the community? How can boys and girls train themselves to be good citizens?

2. List ten homes in your community. How are these homes contributing to the community activities? What organizations are working to make your community a better place in which to live? What contribution do the school and church make to your home and community? What are the special advantages of living in groups? What are the disadvantages? Do the advantages outweigh the disadvantages?

3. Find out what laws and regulations have been passed in your community for the protection of your food, your health, and your safety. What laws have been passed in your community to require children to attend school? Are these laws enforced? Compare farm and city communities as to school advantages, community recreation, church activities, health, police, and fire protection. Give advantages and disadvantages of each. Would you prefer to live in a large city or a small town or on the farm? Why? List occupations in each community. What occupations interest you most?

4. List characteristics of the good American citizen. Find out all you can about the Boy and Girl Scouts and the Campfire Girls. What are their ideals and attitudes concerning home and family life; concerning good citizenship? Read the *Children's Code of Morals*, by Wm. J. Hutchins, which is reprinted below, and then compose a code of morals for your own use.

Children's Code of Morals

By WILLIAM J. HUTCHINS

Boys and girls who are good Americans try to become strong and useful, that our country may become ever greater and better. Therefore they obey the laws of right living which the best Americans have always obeyed.

I. THE LAW OF HEALTH

*The Good American Tries to Gain and to
Keep Perfect Health*

The welfare of our country depends upon those who try to be physically fit for their daily work. Therefore:

1. I will keep my clothes, my body, and my mind clean.
2. I will avoid those habits which would harm me, and will make and never break those habits which will help me.
3. I will try to take such food, sleep, and exercise as will keep me in perfect health.

II. THE LAW OF SELF-CONTROL

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar, or profane words.
2. I will control my temper, and will not get angry when people or things displease me.
3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.

III. THE LAW OF SELF-RELIANCE

The Good American Is Self-Reliant

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wisdom of those who love and care for me, and who know life and me better than I; but I will learn to think for myself, choose for myself, act for myself.
2. I will not be afraid of being laughed at. I will not be afraid of doing right when the crowd does wrong. Fear never made a good American.

IV. THE LAW OF RELIABILITY

The Good American Is Reliable

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest in word and in act. I will not lie, sneak, or pretend, nor will I keep the truth from those who have a right to it.

2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself and cannot often hide it from others.

3. I will not take without permission what does not belong to me.

4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

V. THE LAW OF CLEAN PLAY

The Good American Plays Fair

Clean play increases and trains one's strength and helps one to be more useful to one's country. Therefore:

1. I will not cheat, nor will I play for keeps. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.

2. I will treat my opponent with courtesy.

3. If I play in a group game, I will play not for my own glory but for the success of my team and the fun of the game.

4. I will be a good loser or a generous winner.

VI. THE LAW OF DUTY

The Good American Does His Duty

The shirker or the willing idler lives upon the labors of others, burdens others with the work which he ought to do

himself. He harms his fellow citizens, and so harms his country.

I will try to find out what my duty is, what I ought to do, and my duty I will do, whether it is easy or hard. What I ought to do I can do.

VII. THE LAW OF GOOD WORKMANSHIP

The Good American Tries to Do the Right Thing in the Right Way

The welfare of our country depends upon those who have learned to do in the right way the things that ought to be done. Therefore:

1. I will get the best possible education, and learn all that I can from those who have learned to do the right thing in the right way.

2. I will take an interest in my work, and will not be satisfied with slipshod and merely passable work. A wheel or a rail carelessly made may cause the death of hundreds.

3. I will try to do the right thing in the right way, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

VIII. THE LAW OF TEAM WORK

The Great American Works in Friendly Co-operation With His Fellow Workers

One man alone could not build a city or a great railroad. One man alone would find it hard to build a house or a bridge. That I may have bread, men have sowed and reaped, men have made plows and threshers, men have built mills and mined coal, men have made stoves and kept stores. As we learn better how to work together the welfare of our country is advanced.

1. In whatever work I do with others I will do my part and will help others do their part.

2. I will keep in order the things which I use in my work. When things are out of place, they are often in the way, and sometimes they are hard to find. Disorder means confusion, and the waste of time and patience.

3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

IX. THE LAW OF KINDNESS

The Good American Is Kind

In America those who are of different races, colors, and conditions must live together. We are of many different sorts, but we are one great people. Every unkindness hurts the common life; every kindness helps the common life. Therefore:

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will not think myself above any other girl or boy just because I am of a different race or color or condition. I will never despise anybody.

2. I will be kind in all my speech. I will not gossip nor will I speak unkindly of anyone. Words may wound or heal.

3. I will be kind in all my acts. I will not selfishly insist on having my own way. I will always be polite. Rude people are not good Americans. I will not trouble unnecessarily those who do work for me. I will do my best to prevent cruelty, and will give my best help to those who need it most.

X. THE LAW OF LOYALTY

The Good American Is Loyal

If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful in every relation of life.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place. I will do my best to help each member of my family to strength and usefulness.

2. I will be loyal to my school. In loyalty, I will obey and help other pupils to obey those rules which further the good of all.

3. I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to every one in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state, and my country. If I try simply to be loyal to my town, state, and country, I may be disloyal to humanity. I will try above all things to be loyal to humanity; then I shall surely be loyal to my country, my state, and my town, to my school and to my family.

And he who obeys the law of loyalty obeys all of the other nine laws of The Good American.

Historical Note

This code was awarded the Donor's prize of \$5,000 in the National Morality Codes Competition, 1916, for the best Children's Code of Morals, the judges being Professor George Trumbull Ladd, of Yale University; Justice Mahlon Pitney, of the Supreme Court of the United States, and President Mrs. Phillip North Moore, of the National Council of Women. All the states participated and the competition was under the auspices of the Character Education Institute, Chevy Chase, Washington, D. C.

Additional copies may be obtained from the National Capitol Press, Washington, D. C.

UNIT II

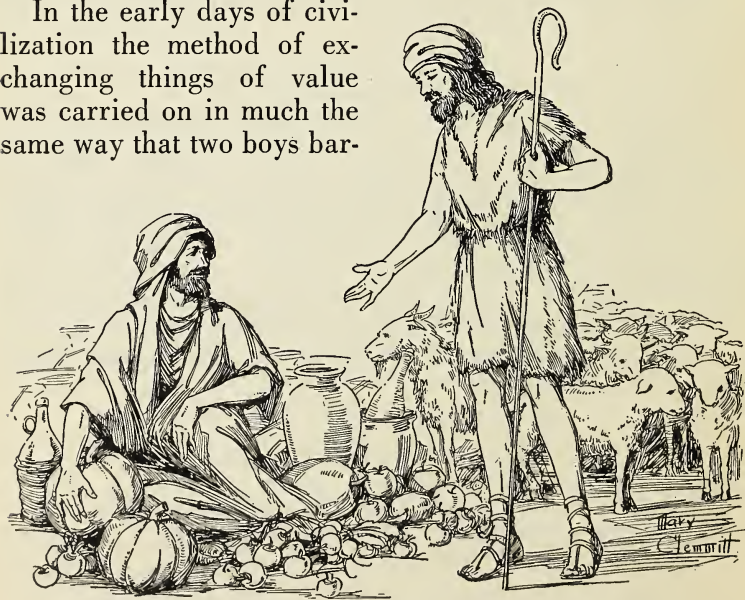
EARNING, SPENDING, AND SAVING

CHAPTER I

THE CONVENIENCE OF MONEY

The Origin of Money. Money was devised and put into use as a convenience between those who desired to exchange one commodity for another. There was a time when money did not exist, and when it did come into use is not known to the historians. Perhaps the first “articles of money” were seashells, which people living along the coast traded to natives of the interior in exchange for the skins of animals.

In the early days of civilization the method of exchanging things of value was carried on in much the same way that two boys bar-



Before Money Was in Use, When Men Exchanged the Different Things They Needed.

ter with each other, such as in "swapping" a kite for a sack of marbles. An exchange of goods by this method was troublesome and often resulted in quarrels, since there was no standard of value.

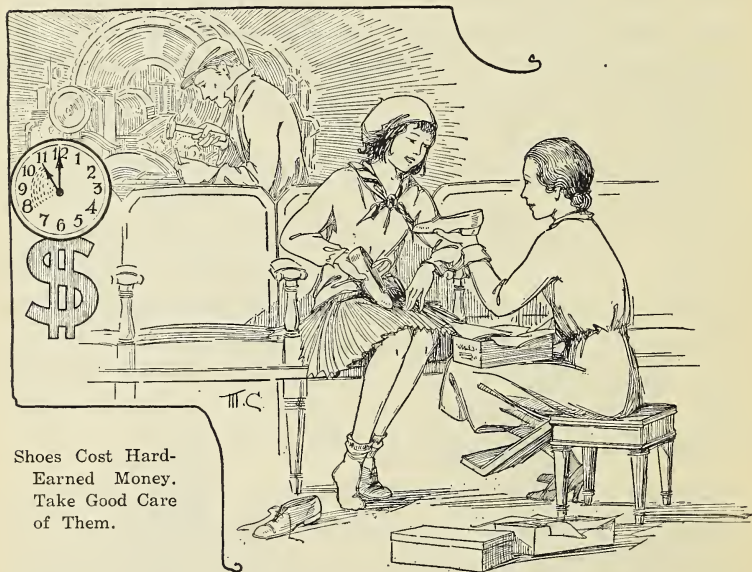
The domestication of animals marks an important step in the progress toward the use of money. Cattle, goats, and sheep, due to the milk and flesh that they supplied, came to be regarded as man's most valuable possessions. Later cattle, the most highly prized of all domestic animals, were used as a medium of exchange and a standard of value, and became "money" in the sense that we know it today.

With the coming of the Metal Ages, various metals, especially tin, copper, silver and gold, were used as money. This metallic money was first used in the form of rings and bars. Since some method was needed to distinguish good money from counterfeit, the practice arose of stamping each piece with the likeness of the ruler in that vicinity, together with the weight and value of the coin. Now governments guarantee not only the weight but also the genuineness of the metal coin.

Money a Trade Symbol. We thus see that money is chiefly a trade symbol, conveniently used to shorten labor and make easy the exchange of products between two or more persons. Were it not for this medium, universally acceptable in trade, we would live under backward conditions, attended with the greatest confusion. Our markets would present a spectacle of the poultryman offering chickens, ducks, geese, and other fowl to those who wanted them, in exchange for something they had to offer. The farmer would be there offering to exchange his wheat for whatever he needed, while the producer of live stock would be trying to dispose of a sheep or a cow for the things he desired to take home. The imagination fails us in an

effort to conceive what a market place would look like today were it not for the convenient use that we may make of money.

Money Represents Work. In another sense money is more than a trading medium universally passed from one person to another. It represents hours of work. The mechanic's daughter who pays five dollars for a pair of shoes,



Shoes Cost Hard-
Earned Money.
Take Good Care
of Them.

is really paying for them in hours and minutes of her father's time. The tuition and other expenses of the farmer's daughter at college are being paid with wheat which took toil and effort to grow.

Character Value of Money. Money acquires a character value from the way it is earned or is otherwise obtained, and also from the way it is used. Have you the right to spend as much as you do? Can your parents afford it? Very often children accept money from their

parents without thinking of its value in terms of the labor it took to produce it or the years left to their parents in which to produce more. Others whose parents have an abundance of everything give a bad character to their money and likewise to themselves by using it unwisely



Is Buying Pets a Wiser Use of Money
Than Buying Candy?

and extravagantly. The right use of money is not only a test of honesty, but of thoughtfulness and good sense. No one likes a niggard, but the one who throws his money away invariably evokes the criticism that "a fool and his money are soon parted."

Things to Remember

Money was devised and put into use as a convenience between those who desired to exchange one commodity for another.

Money is chiefly a trade symbol, conveniently used to shorten labor and make easy the exchange of products between two or more persons. It represents, however, hours of work.

Money acquires a character value from the manner in which it is earned and used.

Things to Do

1. Review this chapter for questions and problems for class discussion. Suggest others. From the dictionary, encyclopedia, and other reference sources, learn more about the origin and use of money.

2. What metals are chiefly used in making coins? Write a paper on "The Origin, Use, and Value of Money."

3. Discuss the convenience of money. From your American History find out how the Indians bartered for products. Give present day illustrations of the exchange of products.

4. Tell how money shortens labor. Why is money called a trade symbol? Explain how money can be said to represent hours of work. How does money acquire a character value?

5. Discuss the following quotations:

"In earning and spending money, the child comes face to face with one of the most important of life's problems. His future success and his usefulness to society are greatly increased by proper training in the way he gets and spends money, and by experience in actually handling, earning, and spending money."

6. Look up the meaning of the following terms and expressions. Each represents characteristics and values associated with the earning and use of money:

"The laborer is worthy of his hire."

"The widow's mite."

"By the sweat of his brow."

"Money does not grow on trees."

"The love of money is the root of all evil."

"Rich gifts wax poor when the giver proves unkind."

"A penny saved is a penny earned."

"A fool and his money are soon parted."

Pecuniary.

7. Secure additional information on the use of money from your school library. Send for *The Use of Money*, Child Study Association of America, 54 West 74th Street, New York City, price 10c.

8. Apply the Golden Rule to the earning, spending, saving, and giving of money.

CHAPTER II

ON BEING THRIFTY

The Meaning of Thrift. Thrift began at the dawn of civilization, when man found it necessary to provide for tomorrow as well as for today. Thrift involves not only the saving of money, but the earning and spending of it as well. Thrift does not mean saving money for saving's sake, but rather seeks to insure future benefits.

Thrift and Success. The true secret of success is thrift in all its phases; thrift in the use of time, money, and energy; thrift in the use of clothing, food, household furnishings, and the like; thrift in the saving of dollars and cents. All of us will at some time earn money, but there are comparatively few of us who know how to spend it wisely. It takes will power, thought, and a definite system to practice habits of thrift so that one may get the most out of one's earnings. But it is effort well spent on a worthy purpose, since its rewards are many. Thrift leads one to success by driving away worry and care and substituting independence and happiness in their places. A bank account, however small, gives one a feeling of triumph, of independence. It stimulates one to further effort. Henry Ford says: "Thrift is the cornerstone on which manhood and womanhood must be constructed."

Are You Thrifty? In one sense, thrift means the elimination of waste. Real thrift deals with little things largely, and for this reason a careless person who fails to heed these apparent trifles is not a thrifty one. Do you practice habits of thrift? Do you eat all the food on your plate, mend and repair your clothing, take care of furniture, books, and household equipment? Do you waste light and fuel at home and in public places, waste money

by buying novelties in food and clothing, buy cheap jewelry and other useless articles, waste money on candy and cheap amusements?

Earning and Spending Money. Did you ever earn any money? Earning money and practicing self-control to save a part of it make one appreciate its value. Always spend less than you earn, and remember that intelligent spending is equally as important as intelligent saving. Spending all you earn will make you a slave to work. Spending more than you earn will eventually bring you to financial ruin and make you a burden to your community. Lyman Abbot says: "Spend your money after you have earned it, never before."

Perhaps you have had some interesting experiences during your summer vacations or on Saturdays while working to earn money. You do not, of course, expect pay for doing your share of the work in your own home. It is only when a boy or girl does something extra for which an outsider would have been paid that it is fair to accept money.

Saving Is Not Always Economy. It is unwise and false economy to do without the things one needs for health, comfort, and self-improvement merely for the sake of saving and accumulating money. Save with a definite objective in mind. Perhaps you are saving for your college education, or a summer camping trip. Our time and money should always be invested in worthy causes.

¹Mr. Tightwad's Dollar. Mr. Tightwad uses his money in a miserly way, saving too much, neglecting charity, spending very little on education, eating improper food, and depriving himself of recreation.

Mr. Spendthrift's Dollar. Mr. Spendthrift has no definite plan for using his money. He does not save, and

¹Adapted from the Baltimore course of study in Home Economics.

spends his money in such a reckless manner that it will not meet his needs.

Mr. Thrift's Dollar. Mr. Thrift has a definite plan for using his money, and therefore wastes nothing. His diet is one that will keep him healthy, and by using Doctor Sherman's food budget, he knows that he is spending the proper amount of money for this particular need. Here is the Doctor's plan:

- 1/5 or more for vegetables and fruits
- 1/5 or more for milk and cheese
- 1/5 or less for meat, fish, and eggs
- 1/5 or more for cereals and other grains
- 1/5 or less for sugar, fats, and food accessories

Mr. Thrift always has money for living expenses, education, charity, recreation, and savings. He gets the greatest amount of value and enjoyment out of his money.

A Bank Account. It is wise to open a bank account in a carefully selected and reliable bank, for a banking connection gives one a better standing in the community. When you open an account, you will receive a pass or account book with the amount of your deposit recorded in it. One of the first things a bank depositor should learn is how to write a check correctly and how to fill in a stub. At the end of each month the bank returns your canceled checks. If your personal record is correct, the sum entered on your last stub will be the same as the balance figure your bank has sent you.



"A Penny Saved Is a Penny Earned."

A bank gladly furnishes its cus-

tomers business information, suggestions, and advice. Do not hesitate to consult with your banker in finding ways to make your savings grow.

A Postal Savings Account. A deposit of one dollar will open a Postal Savings Account. This method of saving money is a safe and convenient one. The postmaster in your community will gladly tell you about the system.

Budgeting Our Time. "Time is gold," said that wise old Quaker, Benjamin Franklin, and we can readily see how, like money, it may be spent unwisely. A definite



plan or time budget will, however, enable you to live a more useful and successful life.

Your time budget should include from eight to ten hours of sleep, thirty minutes for rest and relaxation, two hours for outdoor exercise and pleasure, two and one-half

hours for meals, personal hygiene, and grooming, from one to two hours for home study, from one to two hours for helping at home, and about six hours for school work.



"Early to Bed and Early to Rise,—"

In budgeting your time, consider the other members of your family. Try always to be prompt, for you have no right to be extravagant with other people's time.

Someone has said, "Great thoughts are born in solitude." Spend a part of your day alone.

Find a quiet spot in which to make yourself comfortable; relax, and let your thoughts dwell on the fine people and wonderful things around you.

Things to Remember

Thrift began at the dawn of civilization when man found it necessary to provide for tomorrow as well as for today. It was practiced long before money was invented. Thrift involves not only the saving of money, but the earning and spending of it as well.

It takes will power, thought, and a definite system to practice habits of thrift so that one may get the most out of one's earnings. Thrift leads to success by driving away worry and care and substituting independence and happiness in their places.

Almost every one is capable of earning money, but comparatively few know how to spend it wisely. Spending more than you earn will eventually bring you to financial ruin and make you a burden to your community.

It is false economy to do without the things one needs for health, comfort, and self-improvement. Save with a worthy object in view.

The habit of being thrifty in the use of time is also necessary for a useful and successful life. A time budget should allow time for work, study, play, rest, exercise, sleep, relaxation, and pleasure.

Things to Do

1. List some of the habits a thrifty person possesses. Compare a community of thrifty homes with a community in which the families are careless, wasteful, and unbusinesslike in spending and saving money. What difference will there be in the schools, in the churches, and other community activities? Compare a home where habits of thriftiness are practiced with one where habits of thriftlessness prevail. Discuss the advantages and disadvantages of charging things; of paying as you go.

2. Why is it necessary to consider others in making a time schedule? Discuss the value of regular hours in your home life, your school life, and in community activities. What do you think of people who are "never on time"?

3. Read about the life of Benjamin Franklin. How did he make his life a noble and inspiring one by forming and practicing worthy habits of thrift? What did David Starr Jordan mean when he said, "It is foolish to waste a two thousand dollar education on a fifty cent boy"? Does it pay to be economical and thrifty in order to get an education?

4. What opportunities for education and advancement does your community offer boys and girls who must stop school in order to help finance their homes?

5. Some additional readings:

Poor Richard's Almanac; Benjamin Franklin; Houghton, Mifflin Co.

Pin Money Suggestions; Babcock; Little, Brown & Co.

Autobiography of Benjamin Franklin; A. C. McClurg & Co.

Stories of Thrift for Young Americans; Pritchard and Tarkington; Charles Scribner's Sons.

Let Budget Help; Metropolitan Life Insurance Co., Madison Square, New York City, free.

CHAPTER III

YOU AND THE FAMILY INCOME

Do You Have an Income? We speak of all the money that comes into a family as the family income. The money that comes to each boy or girl for personal use is his or her income. Your income may be money given to you from the family income as follows: first, a fixed allowance allotted regularly by your parents or guardians to take care of personal and incidental expenses; second, varying sums of money given to you at irregular intervals to meet necessary expenses, such as paying for a new tablet, a pair of new shoes, or a new dress; third, money earned from an outside source by doing work either for your family for which an outsider would be paid, or for people outside the family after school, on Saturdays, holidays, and vacations, together with money given you by your parents.

Your Share of the Family Income. How much money do you have a right to expect from the family income? To determine your rightful share find out, first, the total income of your family, and all the needs of the family. Make an estimate of what it costs your parents to support you for a month. To do this, keep an account of the money you spend. Then figure your share of the grocery, laundry, gas, light, and doctor bills, which are paid from the family income. Find the total of these two expenditures and see by comparison with the family income if you are using more than your share. If the comparison shows that you have been using more than your share of the family income, it is reasonable to assume that it was not selfishness on your part, but ignorance of the essential facts that caused you to do it.

Your share of the family income is earned largely by some one else. Those of you who obtain a part of your income through your own efforts appreciate the fact that money is almost never easily earned. Spending money should at all times be given careful thought, but certainly the spending of money earned by some one else should stimulate even more careful thinking. Budgeting your income will enable you to apply forethought to the use of your money.

What Is a Budget? A budget is a plan for using money intelligently. It is a practical method of determining in advance of spending it how to get the most out of an income. The budget presents a plan for dividing an income in such a way that all needs for a stated period of time will be satisfied. Such a division adjusts and fits the expenditures to the income. The thoughtful analysis of the expenses to be covered by the income makes clear the distinction between mere desires and actual needs. The chief advantages in having a budget are that it enables the individual or the family to live within a given income, to distribute that income efficiently and wisely, and to get the greatest amount of value and enjoyment from it.

Making Your Budget. A budget is usually prepared in advance, perhaps a month, three months, or a year before the money is provided. Find out as nearly as possible how much your income will be. Your parents may wish to provide for your food, clothing, and all other major expenses from the family income. If this is the case your income will cover only incidental school and recreational expenses.

Make a list of all the expenses to be paid from your income. Divide that income in the most satisfactory way, according to the relative importance of the different expenses. Distinguish between desires and actual needs.

Keep a record of every cent that you spend. Try to keep your plan in operation by following your budget as rigidly as possible. The budget plan does not mean, however, that you must be bound to hard and fast rules, for you will doubtless find it necessary to make some changes and adjustments from time to time.

Keeping a Personal Account. An account is a story of something that happened. A personal account of your expenditures is a story of your activities in terms of money. If you do not keep a budget, always make a daily record of your expenditures. You may want to reduce some expenses, to increase others, or to make it possible to save more money. Study your expense account to see if you have always used your money wisely. If you do keep a budget, the personal account will help you to operate it with more success.

A PERSONAL ACCOUNT

(Do you like this form for keeping personal accounts?)

| Date | Income | Necessities | Luxuries | Giving | Saving |
|---------|--------|-------------|----------|--------|--------|
| Totals: | | | | | |

A PERSONAL BUDGET

| Income | Savings | Giving | Necessities | Luxuries |
|-------------------|---------|--------|-------------|----------|
| For three months: | | | | |
| \$30.00 | \$6.00 | \$3.00 | \$20.00 | \$1.00 |

Your personal budget may be divided as follows:

1. **INCOME.** Money provided by parents as an allowance. Gifts in money. Money earned at home and elsewhere.
2. **SAVINGS.** All the money saved for future use to become financially independent.

3. **GIVING.** Money given to church and charity. Gifts, including Christmas and family birthdays.

4. **NECESSITIES.** School lunches, hose, handkerchiefs, school supplies, stamps, hair cuts, wholesome recreation, magazines, newspapers.

5. **LUXURIES.** Candy, flowers.

The Family Income. The family income was previously defined as all the money that comes into the family. This income consists of the actual money earnings of the father and the older children, together with goods and services contributed by any or all of its members for which an outsider would be paid. Goods and services are perhaps not always regarded as having monetary value, but they are as much contributions to the family income as the money earnings. Take for example the junior high school boy who raises lettuce, tomatoes, and radishes for use by his family. The vegetables represent goods which would have to be bought and paid for from the family income. In contributing them, the boy actually increases the family income. Likewise the girl who performs household tasks for which it would be necessary to hire some one is adding to the family income.

In this connection it is well to remember that habits of thrift have a definite relationship to the size of the family income. Methods of thrift effect economies in buying and thus save money, which increases the family income. When the boy or girl practices habits of thrift in the use of food, clothing, lights, and water, and in the care of books, pencils and other personal effects, he too is adding to the family income.

Making the Family Budget. The planning of a family budget should be a partnership job. Each member of the family should have a part in drawing it up and putting it into successful operation. The family should plan to economize on luxuries in order to save something for

future needs. The family whose income is managed on the budget system has found one of the secrets of happiness, contentment, and success, because there will be no uncertainty as to future needs. A definite plan makes possible the building up of a savings account which will provide for seasonal expenses, such as insurance, mortgages, interest, taxes, vacation funds, and Christmas money.

The family budget may consist of the following items:

1. **SAVINGS.** A definite sum should be put aside for permanent savings. This sum may be in the form of a bank account, savings account, life insurance, payments on a home, building and loan payments, government securities, stocks and bonds, or other investments. Each member of the family should feel as obligated to make his contribution to this savings account as to pay the grocery bill or other necessary expenses.

2. **FOOD.** This includes groceries, milk, meat, ice, and all meals taken outside of the home.

3. **SHELTER.** This item covers rent, taxes, fire insurance, and interest payments on the home.

4. **CLOTHING.** This item is usually thought of as a seasonal expense. But if a regular amount is set aside weekly or monthly, there will be ready money for this purpose when it is needed.

5. **OPERATING.** This includes all necessary expenses for managing the home, such as fuel, light, telephone, maid service, laundry, household furnishings and supplies, and so forth.

6. **ADVANCEMENT OR DEVELOPMENT.** This item covers recreational and cultural expenses, such as education, church, charity, clubs, magazines, newspapers, gifts, vacations, new books, medical attention, radios, and the like.

HOW TO KEEP FAMILY ACCOUNTS

(Do you like this form for keeping family accounts?)

| Date | Income | Savings | Food | Shelter | Cloth- ing | Operat- ing | Advance- ment |
|------|--------|---------|------|---------|---------------|----------------|------------------|
|------|--------|---------|------|---------|---------------|----------------|------------------|

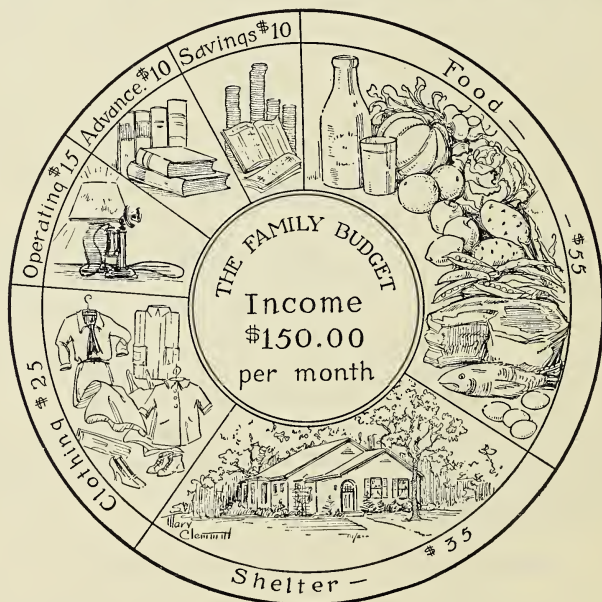
Totals:

THE FAMILY BUDGET

(How does your family budget differ from this one?)

| Income | Savings | Food | Shelter | Clothing | Operating | Advance- ment |
|---------------------------|---------|---------|---------|----------|-----------|------------------|
| Per month: Family of Five | | | | | | |
| \$150.00 | \$10.00 | \$55.00 | \$35.00 | \$25.00 | \$15.00 | \$10.00 |

A Family of Five. A budget cannot, of course, be made to order for all families, or even for families in the same income group. Prices and living conditions vary in one community from another; personal living standards



likewise vary. It is therefore necessary to plan your budget according to the individual needs and circumstances of your family.

This particular family which we have taken as an example resides in a city having a population of about

one hundred thousand inhabitants. The monthly income, as you see listed above, is \$150.00 per month. The average income for each member of the family is \$30.00 a month. Each child is given an allowance. The ten-year-old girl gets 75c per month; the six-year-old youngster gets 50c; the baby, four years old, receives 25c. The oldest child helps her younger brother and sister keep their personal account records. They use their money for pencils, tablets, Sunday school, ice cream, fruits, and lemonade.

To make the budget a success each member of this family realizes that co-operation is necessary. The oldest girl sets the table, dusts the furniture, waits on the table, washes dishes, and assists her mother in preparing the meals. The six-year-old child runs errands for his mother, puts the milk in the refrigerator, answers the telephone, and bathes and dresses himself. The little boy of four also helps his mother. He dresses himself, puts away his playthings, and does other similar tasks. All of them take good care of their clothes, and are economical in the use of lights and fuel.

How does the mother contribute? You have already seen how, by her industry, intelligence, and efficiency, she is able to earn more money in the home than she could earn in any other capacity. Since the mother is the general manager of the home, her part is to be chiefly responsible for the successful operation of the budget.

The father, who is the provider, returns from work in the late afternoon to a clean, orderly house and a good dinner. Very often he takes the mother, who has prepared a picnic basket, and others of his happy family to a nearby park to enjoy their evening meal. Since the budget provides only a limited sum for recreation, this is a wholesome and inexpensive way of getting it.

This family keeps their house and grounds looking well. A part of the back yard is given over to a vegetable garden, thus helping to reduce the cost of the food item on the budget, and adding correspondingly to the income. The remainder of this plot of ground is equipped as a playground for the children.

Things to Remember

All the money that comes into a family is known as the family income. The money that comes to each boy or girl for personal use is his or her income.

A budget is a plan for using money intelligently. It is the most practical method for determining how to get the most out of an income before being confronted with the need to spend any of it.

A budget is usually prepared for a definite period, a month, three months, or a year before the money is provided. To make your budget find out as nearly as possible how much your income will be. Make a list of all the expenses to be paid from your income. Divide that income in the most satisfactory way, according to the relative importance of the different expenses. Keep a record of every cent you spend. Follow your budget as rigidly as possible. Remember, however, that it will be necessary to make changes and adjustments from time to time.

The planning of a family budget should be a partnership job, with every member of the group helping to draw it up and put it into successful operation.

Things to Do

1. Review this chapter, listing questions and problems for class discussion. For additional reading, consult the references at the end of this chapter.

2. Make a budget for yourself, using as an income your allowance, or the income of some boy or girl of your own age who lives in your community. Make a list of some of the things that boys and girls in your class room can do to make money. Find out the best way of investing your savings.

3. Make a list of the work and responsibilities in your home which mother would not like to delegate to hired helpers; a list

of some of the work and responsibilities in the home which contributes to the family income other than in dollars and cents. Which of these responsibilities are yours? Would it make you happy to be able to take mother's place for a week or a month during your vacation, giving her a complete rest and change? Discuss: "Don't expect pay for doing your duty." Do you know how much you cost your parents? What can you give in return?

4. In some communities it is cheaper to rent than to own a home. Discuss the advantages and disadvantages of each. Which house seems more like home? Do citizens who own their own homes usually feel more responsibility to the community? Observe the differences in the general appearance of rented houses and those in which the owners live. Imagine a community where every family lives in a rented house. What would be the effect on school, church, and other community activities?

5. Find out all you can about the cost of living for families in your community. Perhaps your parents will help you. Make budgets for imaginary families, ranging in size from two to five members, and with incomes varying from \$100.00 to \$300.00 per month. Perhaps your local banker will give you a sample budget. If not, write to the Empire Savings Bank, 231 West 125th Street, New York City, or to the Metropolitan Life Insurance Company, 1 Madison Avenue, New York City, for bulletins on family and individual budgets. Reading additional references will help you.

6. Make a budget for your own family. What does it cost your family to live each month? What would it cost your family to live without your help? Without mother's help? In the ideal home, father earns the money, and mother does her part by managing the house work and by making a real home. In some families, mother never has any money to spend, but must ask for every cent. Discuss whether or not this is right. Discuss how the family income can be managed so that both father and mother have a share to spend. Sometimes father and mother divide the income, have separate bank accounts, and each is held responsible for certain expenses which they both agree upon. Tell whether or not you like this plan, and why.

7. Many parents are worried over debts, debts that may have accumulated because of an expensive, extravagant family. Can there be a happy family atmosphere under these circumstances?

Give examples of families who are unhappy because of financial difficulties.

8. Send for *Planning Your Family Expenditures*, free, Woodhouse; Miscellaneous Circular No. 68, United States Department of Agriculture, Washington, D. C. Also *How to Own Your Own Home*, 25c; Better Homes of America, Washington, D. C.

9. Some additional readings:

Junior Home Problems; Kinyon and Hopkins; Benjamin H. Sanborn & Co. Unit II, "What Does It Cost to Finance a Home?"

Household Arts for Home and School; Cooley and Sphor; Macmillan. "The Budget" and "The Use of the Budget."

Spending the Family Income; Donham; Little, Brown & Co.

The Honesty Book; *Natural Honesty*; Bureau National Surety Company, New York.

UNIT III. WHAT SHALL WE EAT?

PART I. CHOOSING OUR FOOD

CHAPTER I

GOOD FOOD AND HEALTH HABITS

Do You Enjoy Life? Are you interested in life about you? Are you good-natured and happy? Do you carry your school work with ease? Do you love the outdoors? Are you eager for athletic games? Are you ever ready for a hike or a swim? Do you realize that health means beauty, strength, and success? Would you prefer to anything else a strong body, vigorous and radiant with health and vitality? If you can answer "yes" to these questions, you are well both in mind and body, and you are traveling on the road to future success and happiness.

The Laws of Health. The laws of health are attractive and interesting. By obeying them every day from year to year we are able to live more joyous, useful, and efficient lives. Good health increases our chances for success by developing in each of us more beautiful characteristics and a better personal appearance. One in good health not only looks better, but feels better, works better, and plays better than one in bad health. The usual characteristics of the healthy person are a normal appetite, a clear complexion, bright eyes, a cheerful disposition, enthusiasm, and good posture.

Because a healthy person is happy and enthusiastic about life, he brings happiness and comfort to others. For this reason business men like to employ people who are in good health. Their work is more efficient and their influ-

ence on others is helpful. Perhaps your local board of education requires your teacher to take a physical examination for the same reason.

Our state laws require healthful and sanitary conditions in industrial establishments, quarantine regulations, healthful housing conditions, public rest and recreation



Fun and Health in the Open.

rooms, and parks and playgrounds. Community governments pass laws and regulations to protect their citizens, and the well-modeled home provides sanitary and healthful conditions to protect the health of its members. Last, but by no means least, the individual who lives best knows and obeys the health laws that insure personal health, happiness, and professional or business success. Health brings happiness and success no less to the individual than to the home and to the community.

The Essentials of Personal Health. What are the laws that govern individual health? There are, of course, many things that contribute to personal health, such as inherited physical strength and inherited resistance to disease. The application of the rules of general hygiene and personal cleanliness plays a prominent part, but chief of all is the formation of habits of sensible living and right thinking.

Every growing boy and girl should strive to have wholesome food, healthful clothing, an abundance of fresh air and sunshine, plenty of exercise and recreation, and adequate rest and sleep. These they will not have in proportion to needs unless correct habits of getting them are formed.

The right kinds of physical, mental, and emotional habits are necessary for maximum health and growth. Beauty, strength, and vitality come from sane living and right thinking, and they are the result of cheerfully obeying the laws of health. We enjoy knowing people who are healthy because they are attractive in appearance, good-natured, and happy. No company is more appreciated than that of a vigorous, vital young person who radiates the charm of perfect health.

Good Health a Duty. Why do you owe it to yourself to have good health? Many of the greatest personal enjoyments are the result of one's having a strong, vigorous

body. Athletic games and contests are never won by those who fail to have both strength and endurance. A strong, healthy person who practices good health habits can forget himself and thus give greater attention to his work or recreation. However, our joy in being well should never make us forget to be kind and considerate of those who are less fortunate than we. Many wonderful and unusual things have been accomplished by people who were not physically strong. Because they practiced good health habits with a will, we are privileged to read about the splendid careers of such characters as Theodore Roosevelt and Annette Kellarman.

Are You as Well as You Should Be? Remember that one in perfect health enjoys work and play without becoming fatigued. To be well means to be at one's best, to enjoy work and play, and not to be tired or ill-tempered. Frequently boys and girls lack energy and are unable to do a normal amount of work although they are not suffering from any pain. This is a warning that something is wrong. Check up on your food and health habits. Consult your family physician. Don't wait until actual sickness forces you to be concerned about your health.

Food in Relation to Health. We have learned that adequate quantities of fresh air, sunshine, rest, sleep, recreation, exercise, and food, together with good health habits, are essential for the health and growth of boys and girls, as well as for the maximum of health in adults. Each of these health essentials is vital, and each contributes to every other in doing its part to keep us well and happy.

Food is only one of the essentials for developing a strong, vigorous body. But since food makes and builds the body and furnishes energy to keep it going, it has been called the "prerequisite" to good health. The food that

we eat is actually changed into our very selves. From food we form the substances of our bones, teeth, hair, muscles, and blood. Food not only provides the substances for building strong, vigorous bodies, but it furnishes energy for all our activities as well as for keeping our bodies warm and in good running order.

Simple meals, well balanced, attractively served, and eaten in a happy frame of mind do much to keep us well physically and mentally. Hence we may truthfully say that food rightly chosen is the prerequisite to good health. We may add further that correct food and health habits produce robust boys and girls, with rosy cheeks, beaming eyes, and the capacity for enjoying life.

Food, Growth, and Activity. All life requires activity. Activity is life itself. Even when we sleep our hearts are beating, the chest muscles are moving as we breathe, and the muscles of the stomach and intestines are helping to digest the food we have eaten. These motions are slight, but they use considerable energy in doing work for us even while we rest.

When we climb stairs, write, sew, play ball, wash dishes, or hoe in the garden, there is much activity. An active person requires more food than one sitting in an office or school room. One working on a farm, in the machine shop, or taking heavy gymnastics requires more food than those whose work is lighter. The harder we work with our muscles, the more food is required.

One who is very active must eat enough food not only to provide for growth and strength, but to build up resistance and to furnish energy for work and play. A very active boy or girl who eats too little uses up his energy in work so that his growth is retarded and his health endangered. Boys and girls require food for growth as well as for energy and activity.

Food Study and Health. Food study means more than cooking. It means selecting food, buying food, preparing food, planning meals, and serving them. It means studying the special needs of the body for health, growth, and activity. It means learning and forming good food habits.

Some foods build our bodies better than others. This fact alone is a sufficient reason for studying about foods. Being well fed is not just a matter of getting enough food. We may have all the food we can eat, and still not be well fed. We must eat the right kind of food. Different foods contain different elements. Each has a special part to play in the body, and our meals should include all of these elements. We must have balanced meals in order to grow properly, to have strength, and to resist disease. No one who is poorly fed can long be either healthy or beautiful. The very best possible equipment for the duties of modern life is a thorough knowledge of good nutrition—how to choose food wisely.

Are You Growing Normally? Some health authorities say that girls and boys of junior high school age (eleven to fourteen) should gain from nine to ten pounds each year, or about twelve ounces each month. Are you making an average gain each year? If not, you should be examined by a physician to find out whether you have some physical defect or other cause which retards your growth. Your diet should be analyzed to find out if it is adequate in kind and amount. Youth is the time to lay the foundation for health. If you want to be well, able to work and play joyfully, and accomplish your aims in life, you must be physically strong.

Good Food and Health Habits. Knowing that good habits contribute to health, beauty, and success should increase your interest in forming the right kind of food habits. The habit of choosing foods wisely is like all other

habits: when one knows how to make the proper food combinations and then selects his food intelligently, day after day, the habit of correct eating is very soon acquired. However, it requires patience and continued practice to form good food and health habits. If you can answer "yes" to such questions as the following, you have commenced forming good food and health habits. These questions are listed here merely to help you in checking your own habits by what might be called standards. No doubt you already know the reason for many of these questions; others will be revealed to you as you continue the study of foods.

Do you wash your hands before each meal?

Do you take a full bath at least twice each week?

Do you brush your teeth twice each day?

Do you keep nails clean, hair brushed, and clothes tidy?

Do you wear light, loose, porous clothing?

Do you take plenty of sleep, from nine to twelve hours, each night with windows open?

Do you exercise part of every day outdoors?

Do you spend part of every day in the direct sunshine, when the weather permits?

Do you have a regular bowel movement each morning?

Do you stand tall and sit erect, and walk with good posture?

Do you practice regular food habits?

Do you refrain from eating too much or too fast?

Have you learned to eat all kinds of simple foods, especially milk, fruits, fresh vegetables, whole grain cereals, and eggs?

Do you eat very little, if any, rich, highly seasoned foods such as greasy fried foods and chili?

Do you eat at least two vegetables besides potatoes each day?

Do you include a quart of milk in your diet each day?

Do you refrain from drinking tea, coffee, and alcoholic drinks?

Do you drink plenty of water, from four to eight glasses each day?

Do you drink water between meals and before breakfast?

Do you eat slowly and chew your food thoroughly?

Do you eat plenty of bulky foods, fresh fruits, green vegetables, whole grain cereals, and bran?

Do you refrain from eating when you are excited, hurried, or angry?

Do you refrain from eating candy except at the table or immediately after meals?

Do you refrain from eating between meals other than such foods as milk, bread and butter sandwiches, graham crackers, or fruit?

Do you start the day right with a good breakfast, such as fruit, cereal, milk, and eggs?

Do you eat plenty of lunch with something hot?

Do you really enjoy your meals?

Are you helping to make mealtime a real event at your home?

Are you gaining in weight and height?

Do you have a complete physical examination each year?

Do you visit the dentist at least once each year?

Do you wake up each morning happy, rested, and eager to begin a new day?

Do you have bright eyes, a clear complexion, and rosy cheeks?

Do you work hard but play and rest, too?

Do you enjoy work and play without unusual fatigue?

Do you refrain from unnecessary worry?

Are you happy, cheerful, and contented?

Things to Remember

The community recognizes the value of health by requiring healthful and sanitary conditions in factories and in industrial establishments. Quarantine regulations, housing laws, sanitary rules, as well as rest and recreation rooms, parks and playgrounds, are other indications that the community recognizes the value of health. The community passes laws and regulations to protect its citizens, the home provides sanitary and healthful conditions to protect the health of its members, and each individual must know and obey individual health laws to insure personal health, happiness, and success.

The essentials of personal health include general hygiene, personal cleanliness, good inheritance, and all habits of sensible

living and right thinking. Beauty, strength, and vitality come from sane living and right thinking, and are the results of cheerfully obeying the laws of health. Good health is a duty. We owe good health to ourselves as well as to others. Many of the greatest joys in life are the result of a strong, vigorous body; athletic games and contests are won by those of unusual strength and endurance. A strong, healthy person, who practices good health habits, can forget self and give attention to other things.

Because food makes and builds the body, and furnishes energy to keep us going, it has been called the "prerequisite" to good health. We must have balanced meals to grow properly, to have strength, and to resist disease. The very best possible equipment for the duties of modern life is a knowledge of good nutrition—how to choose food wisely.

Things to Do

1. The purpose of Chapter I is to increase your interest in being strong, healthy, happy, and attractive.

What habits are necessary in order to have good health? Make a list of the habits which, in general, are necessary to a vigorous, healthy boy or girl. Then list habits which are commonly observed which lower resistance to disease, and which are known to be factors in producing sickness and disease. Check your own habits against these two lists. Do you have a right to expect perfect health?

2. Select the healthiest boy or girl in your class. Give reasons for your choice. Make a health score card and begin checking progress. Make a plan for demonstrating the value of good health to some one not in your class.

3. Discuss the factors influencing health, such as food, water, fresh air, exercise, posture, cheerfulness, and other good mental habits.

4. There is a definite relationship between good health habits and the ability to work and play with satisfaction and pleasure.

Write a fifty-word paragraph on the relation of good food and health habits to happiness and success. Write another paragraph describing your ideal healthy boy or girl.

5. Make a plan for carrying out health habits at home. Why are health games used to interest little children in better health?

Find a good health story that would be suitable to tell to small children.

6. Tell why posters showing how to select food wisely might be used to good advantage in the school lunch room. Posters and charts designed to teach better food and health habits may be secured from various sources. Some of these are: Home Economics Division, United States Department of Agriculture, Washington, D. C.; American Child Health Association, 370 Seventh Avenue, New York City; National Child Welfare Organization, 370 Seventh Avenue, New York City; National Dairy Council, 307 North Michigan Avenue, Chicago; American Posture League, Madison Avenue, New York City. Let some member of the class write for free catalogues and lists of illustrative material. With the assistance of the teacher, select material needed in your school.

7. Some health references:

Signs of Health in Childhood; Chaplin and Strecker. American Child Health Association, 370 Seventh Avenue, New York City; price 25c.

What Is Malnutrition? Lydia J. Roberts. Department of Labor, Children's Bureau, Publication No. 59 (revised); 5c.

Miscellaneous Circular No. 49, *A Guide to Good Meals for the Junior Homemaker* (free). Department Leaflet No. 42, *Good Food Habits for Children* (free). Office of Information, U. S. Department of Agriculture, Washington, D. C.

A Guide for Balanced Meal Planning and Food for School Boys and Girls; 3c each. National Dairy Council, Chicago, Illinois.

Cutting Down on Candy, reprint from *Hygeia*; 10c. American Medical Association, Chicago.

Metropolitan Life Insurance Bulletins; free:

Health, Happiness and Long Life

How to Live Long

An Ounce of Prevention

Common Colds

Dyskinesia (Constipation)

Eyesight and Health

Headaches

Foot Health

Care of the Teeth

CHAPTER II

DO YOU CHOOSE FOOD WISELY?

The Appetite and Food Choice. Foods that satisfy both the needs of the body and the appetite may be chosen if one understands the foundations of good nutrition. Hunger is the natural call of the body for food just as thirst is for water. But we do not eat foods merely to satisfy hunger and appetite. We eat to supply the real needs of the body, because food makes the substances of which the body is composed. Food is needed to give the body strength for growth and for the repair of worn out tissues, and to regulate and keep the body in good working order. Our daily food should, first of all, satisfy these needs.

In this chapter you will learn what foods are needed for supplying the body with energy, building up body tissue, and regulating the body processes. Vitamins and minerals, proteins and calories will also be discussed. To make this discussion a bit more interesting, the simpler principles of nutrition, or what might be called the essentials of a day's diet, will be given here. You should begin now to check your daily diet to see if you are including these minimum essentials. In the meantime, you should be interested in learning why these foods are essential.

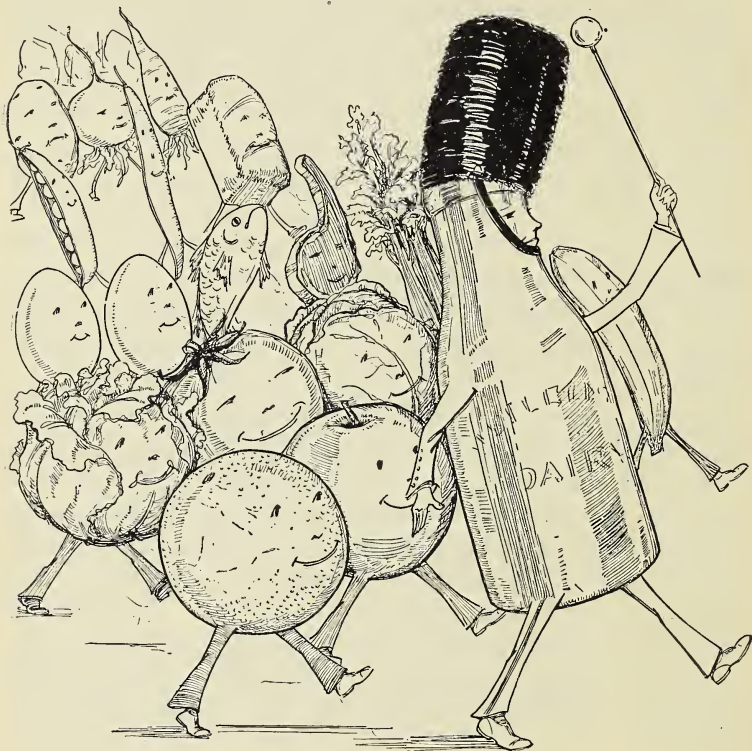
Essentials of a Day's Diet

To insure the maximum of health and growth, a boy or girl of your age should include the following in the day's diet:

1. A quart of milk (three glasses and milk dishes, such as cheese, creamed vegetables, cream soups, custards, and ice cream).
2. An egg or at least an egg dish, such as omelet or egg custard. The egg yolk is especially desirable.

3. One other protein such as meat, fish, cheese, poultry, game, including frequent servings of liver and sea food.

4. At least one whole grain cereal or whole grain bread, such as oatmeal and whole wheat bread. Preferably two servings.



Health Soldiers on Parade.

5. Three vegetables, including one raw, green leafy vegetable or one other besides potatoes. A raw salad or greens, a creamed or buttered vegetable, and a vegetable soup or vegetable stew with one serving of potatoes would meet this requirement.

6. Two fruits, including tomato, canned or fresh, or one of the citrus fruits: orange, grapefruit, lime, or lemon juice. To eat one fresh raw fruit daily and one other which may be stewed, canned, or dried is a good rule to follow.

7. From four to eight glasses of water or other liquid in addition to milk or milk drinks.

8. Plenty of bread and cereals, including two or three servings of butter, and some sugar, preferably in desserts, marmalades, or jellies rather than candy between meals. Enough food should be added here to maintain the right body weight.

Three Meals a Day

Knowing the essentials of a day's diet is of no value unless we learn how to include these essentials in our daily meals. Check your meals for a week to see how your daily diet compares with these minimum essentials. Remember the relation of good food and health habits to beauty, charm, and success. To help you in choosing food wisely, a simple plan for dividing the essentials of a day's diet into three square meals will be given here. "Learn what to eat and then eat it" should be our slogan.

A Wholesome Breakfast. A wholesome breakfast includes fruit (fresh, canned, dried, or stewed); cereal (cooked in winter, whole grain preferred); an egg (cooked in various ways); bread, buttered toast, muffins, and other hot breads for variety; milk to drink or cocoa made with whole milk. An example of such a breakfast may consist of an orange, oatmeal with cream, poached egg, buttered toast, milk or cocoa. A glass of water, either hot or cold, should be taken before breakfast. Everyone should rise early enough to allow plenty of time to eat breakfast seated and without hurrying. At least thirty minutes each should be allowed for breakfast and lunch, while not less than forty minutes is desirable for dinner. How many of the minimum requirements does this breakfast meet?

The Ideal School Lunch. The school or home luncheon or the home supper should include milk, a vegetable, some fruit, and bread or cereal. One of these dishes should be hot. For example, the hot dish may be hot cocoa, hot cream or vegetable soup, or a hot cooked vegetable dish of

some kind. The milk may be taken plain, in cocoa, or a generous serving of cream soup. The vegetable may be any of the green or bulky vegetables cooked separately, as buttered carrots, or a combination of vegetables, as a vegetable stew or vegetable soup. The fruit may be fresh, cooked, or dried. The bread or cereal may be sandwiches, muffins, simple cakes, or cookies. Whole grain products such as whole wheat bread, graham muffins, oat-meal cookies should appear often.

When the lunch must be carried to school, at least one hot dish should, if possible, be cooked at school. When this is not possible, hot cocoa may be carried in a thermos jug. Apples, oranges, bananas, dried fruit, raw tomatoes, lettuce, celery, and cabbage are easily carried in the lunch box, as are sandwiches, hard cooked eggs, simple cakes, and cookies. Stewed fruit, cooked vegetables, salads, custards, and puddings may be easily carried in a covered jelly glass.

The ideal school lunch consists of the following four requirements: a milk drink or two milk dishes; fruit; a vegetable; something hot. An example of such a lunch may consist of buttered beets, whole wheat muffins, and butter, a bunch of grapes, and milk to drink. The hot dish in this lunch, the buttered beets, meets two of the four requirements, namely, the hot dish and the vegetable. Hot cocoa would also meet two of these requirements, while a hot vegetable soup would meet two of the four requirements.

Do you drink water after meals and between meals? Drinking a glass or two of water when you reach home after school is a good habit to form.

A Good Dinner. A good dinner, whether served at noon or in the evening, consists mainly of a meat or meat substitute; potatoes or some other starchy food; a salad or greens or a bulky raw vegetable; bread and

butter; a dessert; a beverage. Additional foods, such as soup, relishes, jelly or jam and an additional vegetable may be added when a more substantial meal is desired. The meat or meat substitute may be such foods as beef, pork, poultry, fish, liver, cheese, or eggs. Dried beans, peas, and nuts may be used here occasionally for variety.

Irish potatoes should be served practically every day, although rice, sweet potatoes, or macaroni may be used for variety. A raw vegetable, greens, or a raw vegetable salad should appear daily. Vegetables which may be eaten raw include lettuce, celery, cabbage, radishes, onions, young turnips, beets, and carrots. New spinach and many other tender green leaves may be shredded or chopped fine and served with salad dressing.

The bread may be whole wheat, rye bread, or rolls. Whole grain need not be included here if this requirement has been taken care of at lunch and breakfast.

The dessert may be fruit, a simple pudding, a frozen dish, gelatin, cake, cookies, or a few pieces of candy.

The beverage should be milk or a milk drink unless the day's requirement has been adequately met. Experience has shown that the easiest way to include a quart of milk in the day's diet is to drink a glass at each meal and to include in addition two milk dishes, such as cottage cheese, custard, ice cream, or cream soup, to take care of the fourth glass, which rounds out the "quart of milk" requirement.

In this discussion, attention has been centered on the essential foods, it being understood that additional foods, such as appetizers, clear soups, gravies, sauces, dressing, pickles, relishes, jelly, marmalades, preserves, nuts, and candies will be added for flavor and variety and for additional calories. Coffee and tea may be added in the adult's diet, but they are not recommended for growing boys and girls. They are not only too stimulating, but

they almost invariably crowd out all or a part of the much desired quart of milk so strongly urged for those under fourteen years of age.

A Meal Planning Chart

This meal planning chart includes all the minimum essentials of a day's diet:

A WHOLESOME BREAKFAST

| | |
|-----------|---|
| 1. Fruit | Fresh, dried, canned, or stewed. Oranges often. |
| 2. Cereal | Whole grain, practically every day; cooked in winter. |
| 3. Egg | Cooked in various ways with or without bacon. |
| 4. Bread | Buttered toast, muffins, or other hot bread; whole grain preferred. |
| 5. Milk | Milk to drink or hot cocoa made with whole milk. |

How many of the minimum essentials are included here? Why does breakfast offer such a splendid opportunity to include the whole grain products? Did you drink a glass of water before breakfast? Did you arise early enough to eat breakfast seated and without hurry?

THE IDEAL SCHOOL LUNCH

| | |
|--------------------|--|
| 1. Something Hot | Cocoa, soup, vegetable casserole, stewed tomatoes, creamed vegetables, macaroni, tomatoes, etc. |
| 2. Milk | Milk to drink, cocoa, cream soup. |
| 3. Vegetable | Green or bulky vegetable; raw or cooked. |
| 4. Fruit | Fresh, dried, stewed or canned; fruit drink; fruit salad. |
| 5. Bread or Cereal | Whole wheat sandwiches, graham muffins, corn-bread, oatmeal cookies, gingersnaps. Preferably whole grain products. |

An ideal school lunch, a home luncheon, or simple supper usually consists of something hot, milk, a green or bulky vegetable, and fruit, with bread and butter as extras. The hot dish may be hot cocoa, a soup, or cooked vegetable. How many of the minimum essentials are included here? Did you eat your lunch leisurely?

A GOOD DINNER

| | |
|----------------------------|---|
| 1. Meat or Meat Substitute | Beef, fish, eggs, liver, poultry, cheese, etc. |
| 2. Milk | Milk to drink, cocoa, ice cream, custards, creamed dishes. |
| 3. Vegetables | Potatoes and greens or a raw vegetable salad. One other vegetable, raw or cooked if desired. |
| 4. Bread and Butter | Whole wheat or rye bread, muffins, rolls, biscuit, etc. |
| 5. Dessert | Fruit, custards, puddings, ice cream; simple cakes, cookies; jellies, marmalades, preserves, or a little candy. |

A good dinner, whether served at noon or in the evening, consists mainly of a meat or meat substitute; potatoes or a starchy food, such as rice, sweet potatoes, corn, dried beans, or macaroni; a salad or greens; one other vegetable, raw or cooked, if desired; bread and butter; a dessert; and a beverage.

The Relation of Food to Body Needs. Since we depend upon foods to supply the needs of the body, we should know the composition of the various foods and what we can depend upon their doing for us.

Chemists, by analyzing foods, have found them to consist of proteins, fats, carbohydrates, minerals, and vitamins. These same substances are found in our bodies. For example, our muscles are composed of proteins, water, fat, and minerals; our bones and teeth are made rigid by the calcium and phosphorus they contain; iron is found in the red blood cells; and the body uses iodine to protect the thyroid gland. We need other minerals and vitamins to help regulate body processes, to prevent diseases, and to promote growth and development. The fuel foods, carbohydrates and fats, give us energy for work and all activity and heat for keeping the body warm. Since the whole

body is about two-thirds water, the need for water is self-evident. Roughage or bulky foods are needed to help regulate the digestive system.

To do its work well the body must have foods that meet all of its special needs, and these foods should be in the right proportions and at regular intervals. Since the work of the body is constant and regular, the necessary foods must be furnished at the right time and in the correct amounts, or the cells of the body will be used instead. Thus, three important facts have presented themselves in regard to our food needs: *first, we should eat the right kind of food; second, we should eat the right amount of food; and third, we should eat at regular intervals.*

How the Body Uses Food. The use the body makes of food is often compared to the use of fuel in a furnace or steam engine. But who would expect satisfactory results from a furnace or engine without giving it the right kind of fuel, in the right amount, and at regular times? Yet this is exactly what we do with our own bodies when we fail to eat properly.

In the furnace, the fuel is burned in combination with the oxygen of the air, thus giving off heat and energy, but leaving waste material which must be removed. At the same time, the machinery must be regulated by dampers to get the best results, and when the furnace needs repairing, we call up the repair shop without delay.

The processes of the body are similar to these, except that we are privileged to eat food that not only furnishes energy, but when rightly chosen regulates the body, and builds and repairs worn out tissue. It is obvious, then, that the body needs food for growth and repair, for energy and bodily heat, and for the regulation or protection of all bodily activities and life processes.

Effects of Bad Eating Habits. Sometimes our bodies become ill and we must call the doctor, who gives us a laxative in the form of medicine to relieve congestion. This congestion is often caused by over-eating, eating the wrong kind of foods, and by other incorrect eating habits, such as not eating bulky or laxative foods. There are waste products in the body which must be eliminated daily, and this can usually be done by eating adequately of the laxative or bulky foods, and by drinking plenty of water. Frequent bathing and exercising also are factors in eliminating waste products from the body.

Bad teeth and other physical defects are usually caused by improper diet and bad health habits. Indigestion and other digestive disturbances are also caused by wrong eating habits, such as eating the wrong kind of food, eating too hurriedly, eating when too tired, or eating when in a bad humor.

Food Chart

(The Six Foodstuffs and their chief use in the body, with some important sources.)

| FOODSTUFF | CHIEF USE IN BODY | SOME IMPORTANT SOURCES |
|--|---|--|
| 1. Water | Necessary to all life processes Aids digestion Helps to regulate temperature Carries food and waste material | Water Milk All foods and beverages |
| 2. Carbohydrates (Starch-sugar-cellulose) | Furnish heat and energy Stored in body as fat Supply bulk necessary for good digestion and elimination Whole cereals furnish vitamins and minerals | Sugars, as cane, maple, honey, syrup, molasses, jellies Fruits Starches, as in cereals and some vegetables Bread, crackers Cellulose, the woody fiber of plant foods |

| FOODSTUFF | CHIEF USE IN BODY | SOME IMPORTANT SOURCES |
|--------------|--|--|
| 3. Fats | Furnish heat and energy (in more concentrated form than carbohydrates) Stored in body as fat | Butter, cream, fat meat, vegetable oils, nuts, egg yolk, cheese |
| 4. Proteins | Build body tissue such as muscles, blood, and nerves Furnish heat and energy when necessary, but at greater expense to the body and pocketbook than carbohydrates and fats | Milk, eggs, cheese, lean meat, fish, poultry Some plant foods, as peas, beans, nuts, and cereals |
| 5. Minerals | Help to build tissue, bones, teeth, and red corpuscles Necessary for brain, nerve, and blood cells Regulate acidity or alkalinity of digestive juices and other body fluids Four likely to be deficient are calcium, iron, phosphorus, and iodine | Milk, green vegetables, fruits, whole cereals, eggs; calcium abundant in milk; iron in meat, liver, greens, egg yolk; phosphorus in milk, eggs, cheese, cauliflower, dried legumes and meat; iodine in milk, cream, green vegetables, sea food, fruit See Mineral Chart Page 85 |
| 6. Vitamins* | Regulate the body Make it grow and keep it healthy Function of each known vitamin broader than prevention of disease | Milk, milk products, green vegetables, liver, fresh fruits, whole cereals, egg yolks, cod-liver oil, yeast, deep sea food, and direct sunshine. |

*See Vitamin Chart on Page 86.

The Energy, Building, and Regulating Foods

(How Foods Are Used in the Body)

1. Foods that give warmth and energy for activity (Carbohydrates, fats, and proteins)
 - A. Starchy vegetables, fruits, and cereals:
 - Potatoes (white and sweet)
 - Dried legumes (peas, beans, and lentils)
 - Bananas
 - Breads (flour and meal)
 - Uncooked and ready-to-eat cereals
 - Macaroni, spaghetti, vermicelli
 - Tapioca, rice, crackers, hominy
 - B. Sugar and sweet foods:
 - Sugars (beet, cane, and maple)
 - Molasses, syrup, honey, candy
 - Jelly, preserves, jams
 - Dried fruits (raisins, dates, figs)
 - Cakes, cookies
 - C. Fats and oils:
 - Butter and cream
 - Cod-liver oil
 - Bacon, lard
 - Nut and vegetable oils, olive oil
 - Chicken fat, suet
 - Nuts (walnuts, peanuts, pecans)
 - D. All protein foods, if needed.
-
2. Foods that *build* muscles, bones, teeth, blood, brain, glands (Proteins, minerals, and water)
 - A. Muscle building foods:
 - Milk, cheese, eggs, game, fish
 - Liver, kidney, brains
 - Legumes, lentils, nuts
 - B. All foods rich in minerals (see below)
 - C. Water
-
3. Foods that *regulate* the body, make it grow, and keep it healthy (Vitamins, minerals, water, and cellulose or bulk)
 - A. Vitamins:
 - Milk, butter, cheese, egg yolk
 - Cod-liver oil, deep sea food
 - Green vegetables
 - Fresh fruits, especially oranges and tomatoes
 - Whole grain cereals
 - Liver, kidney, brains
 - Irradiated foods
 - Direct sunshine on body

B. Minerals:

Milk, butter, cheese
Cod-liver oil, deep sea fish
Liver, kidney, brains
Vegetables, especially when raw and green
Fruits, especially when fresh or dried
Whole grain cereals and breads
Molasses

C. Water**D. Bulk (woody fiber or cellulose) :**

Vegetables, especially raw, green, and juicy
Fruits, fresh and raw
Whole grain cereals

How Foods Are Classified. Foods have been classified in various ways and for different purposes. But it is rather difficult to classify foods accurately, as almost all of them have more than one kind of food value. The nearest exceptions to this rule are some forms of sugar and fats, which solely produce heat and energy, and are therefore valuable only for the calories they contain. Few starchy foods are pure; therefore most cereal products supply other food essentials in addition to starch. Some fat foods have very valuable food qualities aside from their energy value. The most important of these are butter, cream, and cod-liver oil, which are not only rich in fat, but are especially valuable for the vitamins and minerals contained in them. Much of our daily food comes to us with new values acquired in its preparation, as potatoes, mashed in cream, and buttered new spinach.

Our problem of classification is to learn to see the relation between these everyday foods and our body needs. In other words, we should learn how to select and prepare the everyday articles of food, so as to obtain an adequate diet. For this reason, the following discussion concerning the energy, the building, and the regulating foods, will be found helpful.

We will note that the chief purpose of the energy foods is to furnish calories for work and play and to keep the body warm. However, since nearly all foods in the diet furnish some energy, we must learn to select foods which will not only furnish the required number of calories, but at the same time contain sufficient protein, minerals, vitamins, and bulk. Water, minerals, vitamins, and bulk are essential food characteristics, although they cannot be measured in calories. Protein foods (the building substances) furnish calories, but they are especially valuable for nitrogen, minerals, and vitamins.

I. THE ENERGY FOODS

Foods for Energy, Warmth, and Activity. Foods that supply energy or fuel for work and play are fats, carbohydrates, and proteins. Every movement of the body uses energy; some of its organs, such as the heart, lungs, and kidneys, never stop working. When the body is not fed regularly it uses up some of its own tissues. Life means work, and all work requires fuel and energy. One function of food, then, is to furnish food material which, when it is burned, will supply our bodies with energy and power. Without energy we could not live, breathe, or carry on any of the essential bodily processes. The energy which the body uses in doing its work is a measure of the fuel it needs. In other words, the fuel value of a food is a measure of the energy it will produce.

What Is a Calorie? The unit in measuring the energy stored in the food we eat is called a calorie. A calorie is the amount of heat required to raise one kilogram of water one degree Centigrade, or approximately two cups of water (a pound) four degrees Fahrenheit. A calorie, then, is a heat unit.

A calorie is not a tangible unit of measure, such as a pound, ton, year, or gallon. Yet with this unit we can

measure the heat and energy producing value of foods that contain fats, carbohydrates, and proteins. A special piece of apparatus called the calorimeter is used to measure the heat value of foods. The food that is being tested is burned in an atmosphere of pure oxygen (in an airtight chamber) and the heat is taken up by the water surrounding the chamber. The change of temperature in the water shows the amount of heat produced. The calorimeter has been called a "food thermometer."

The Energy Foods and Calories. Since food is measured by the number of heat units or calories produced when it is burned, we can learn how to count the calories in our food. Proteins, fats, and carbohydrates can be burned and measured by calories. *Water, vitamins, and minerals* cannot be measured in this way. In an ordinary meal we do not eat pure protein, carbohydrates, or fat. Articles of food usually are combinations of the six food-stuffs. Cellulose is a form of carbohydrate which the body uses mostly for bulk. The more water and cellulose found in food, the lower the energy value; while the more fat a food contains, the higher its energy value.

The One-Hundred-Calorie Portion. Because one calorie is too small to use, the one-hundred-calorie portion is kept in mind in studying foods. In some cases of diet for the sick, it is necessary that the one-hundred-calorie portion should be weighed in grams. However, for everyday purposes the rough calculation using tablespoons and measuring cups is altogether satisfactory. Since we do not drink five-eighths of one glass of milk, or eat one and one-third eggs, we should learn to calculate the calories in the ordinary serving. For example, a glass of milk yields about one hundred and seventy calories.

How Many Calories Do You Require? Sufficient fuel food must be supplied to furnish heat for warmth and

energy for all body activities. The amount of energy needed will vary with the individual, depending chiefly upon his age, size, and amount of work or play.

During growth the energy requirement is greater because food is needed for growth as well as activity, although as a rule a large person uses more energy than a small one. One who is very active in work and play uses more energy than one who is less active. Climate, season, and housing, as well as the amount and kind of clothing, all influence the energy requirement.

Are you eating the right amount of food for one of your age? Perhaps you will be interested in counting your calories for a few days. At the close of this chapter, pages 94-97, you will find a table giving the approximate number of calories which is required each day for one of your age. You will also find a table giving the approximate number of calories in an average serving of a number of different foods. These tables are for your convenience in counting your calories. Since eating the right quantity of food is essential to good health, we should learn to be intelligent about the quantity of food as well as the kind and quality of food in our daily diet.

II. THE BUILDING FOODS

The Building and Repairing Foods. Foods that build and repair the body are protein, minerals, and water. The tissues of the body are constantly being worn out, even while we sleep and rest, and when we work and play this wearing out process is much faster. This worn-out tissue must be replaced, and new tissues must be formed for growth. A growing boy or girl must have more building foods than one whose growth is completed.

The cells of the body are largely composed of protein and water, but they also contain all of the other elements found in foodstuffs. The elements which compose our bodies are carbon, hydrogen, oxygen, nitrogen, calcium, magnesium, iron, iodine, fluorine, phosphorus, potassium, sulphur, sodium, chlorine, silicon, copper, and manganese. Shortage of any of these elements, no matter how small its requirement, will interfere with normal nutrition.

Protein Contains Nitrogen. Protein is the only food that contains nitrogen, and nitrogen is essential to every living cell. In addition to nitrogen, protein contains carbon, hydrogen, oxygen, and other elements, such as sulphur and phosphorus. While protein can be used for fuel or energy, it is much better to eat only enough for *growth* and *repair* and to eat carbohydrates and fats for fuel. Foods rich in proteins are more expensive than the foods which are rich in fats and carbohydrates. Then, too, an excess of protein is not wise, as it puts an unnecessary load on the kidneys. When protein is used as a fuel food, the nitrogen in excess of the cells' needs is useless and must be thrown off through the kidneys.

Complete Proteins Needed for Growth. Not all of the protein foods are of equal value. Complete proteins are those which furnish everything needed for growth and repair of tissues; while incomplete proteins are lacking in some essentials. In general the animal proteins—milk, meat, eggs, fish, cheese—are complete, while the vegetable proteins are usually incomplete. Nuts are an exception to this rule, as most nuts contain complete proteins. You will discover other exceptions to this rule as you continue the study of foods.

Milk and Eggs for Growth. Milk and eggs are the best proteins for growing boys and girls. All recent experiments show that, in order to have the best kind of protein

and sufficient calcium, a quart of milk daily for growing boys and girls, and at least a pint for adults is a safe rule to follow. Part of this quantity may be taken in milk dishes. Then, with an egg and one other serving of food rich in protein, the daily protein requirement of either children or adults will be adequately met. During growth we need much more protein than in adult life, because the muscles and all organs of the body are enlarging and developing.

Minerals and Water. Minerals and water are also important building foods. The minerals most apt to be lacking in one's diet are calcium, phosphorus, iron, and iodine.

However, a well-balanced diet, with special emphasis on the following, will usually take care of the mineral requirement: milk for calcium; milk, meat, eggs, and whole grain cereals for phosphorus; liver, egg yolks, whole cereal, and green vegetables for iron; seafood and iodized salt in regions where goiter is prevalent, for iodine.

Water, too, is an important building food, for the weight of one's body is largely water. For example, the new born baby's body is about three-fourths water, while the adult's is about two-thirds.

III. THE REGULATING FOODS

The Regulating and Protecting Foods. These foods are called the growth, regulating, and protecting foods, because they promote growth, help regulate the body processes, and protect us from disease. The regulating foods have the same relation to the body that oil has to a machine. These foods fall in four main divisions, namely: *the bulky or coarse foods, the minerals, water, and vitamins.*

The bulky foods have some coarse, indigestible fibers which are not used for nourishment, but which help in eliminating waste material from the body. The following food belongs to this group: vegetables like spinach, lettuce, celery, cabbage, onions, parsnips, turnips; fruits, such as apples, prunes, raisins, and pears. The skins of fruit are valuable for this purpose as well as to add minerals. Whole grain cereals and bran are especially helpful here.

Water dissolves food and carries it to all parts of the body. It assists in regulating the body temperature and in carrying off waste products from the body. From four to eight glasses of water or other fluid should be taken daily to help keep the body regulated and in good working order. A glass or two either of hot or cold water upon rising in the morning is helpful to most people in regulating the body. Water may be taken at mealtime, but not when there is food in the mouth. Drinking a glass upon rising, between meals, and when retiring, is a good rule to follow.

Minerals are not only valuable as building material, but helpful in regulating the body. Since minerals enter every living cell, they are necessary to such life processes as breathing, growth, and the secretions essential to digestion, assimilation, and elimination.

Minerals also influence the contraction and relaxation of the muscles. Even the beating of the heart is made possible by the right proportion of calcium and other minerals in the fluid which bathes the heart muscles.

Acid and Alkaline Foods. The natural condition of the body fluids is slightly alkaline, and good health demands that they be kept in this condition, or as nearly neutral as possible. In general, fruits, vegetables, and milk help in keeping the body alkaline. Minerals also help

in keeping the blood alkaline. Meat, eggs, nuts, and cereal products give an acid reaction. But the mild acids in most fruits add to their regulating value and give an alkaline reaction when finally digested, even though they taste acid when eaten. There are exceptions to these general rules, for example, cranberries, prunes, and some plums give an acid reaction, while almonds, chestnuts, and cocoanuts are alkaline. Thus we find another reason for drinking milk and eating an abundance of fruits and vegetables.

Foods Rich in Minerals

Milk, eggs, liver, cod fish, cheese, spinach, tomatoes, lettuce, cabbage, celery, cauliflower, whole grain cereals, and practically all other fruits and vegetables add minerals to our diet. While all minerals found in our bodies are essential in our food, most of them are believed to be supplied by any well-balanced diet. Special attention, however, should be given to calcium, phosphorus, iron, and iodine. For this reason, the following table will be helpful. Upon the advice of physicians, iodine is sometimes added to the city water supply in localities where goiter is prevalent. Excessive use of iodized salt is sometimes harmful.

| CALCIUM | PHOSPHORUS | IRON | IODINE |
|-------------|---------------------|-------------|----------------------------|
| Milk | Milk | Liver | Sea food |
| Celery | Buttermilk | Egg yolk | Sea water |
| Cauliflower | Egg yolk | Spinach | Cod fish |
| Spinach | Cheese | Lettuce | Oysters |
| Turnips | Brussels sprouts | Greens | Iodized salt |
| Cabbage | Spinach | Cabbage | Milk |
| Asparagus | Lean beef | Celery | Green vegetables |
| Green beans | Cauliflower | Cauliflower | (Foods grown near the |
| Cheese | Whole grain cereals | Molasses | coast are richer in iodine |
| Molasses | Fish | Raisins | than those grown inland) |

Vitamin Chart

| NAME | CHIEF FUNCTION | CHIEF SOURCES |
|---|--|---|
| VITAMIN A (Antionphthalmic) | Promotes growth and normal body functions Prevents eye disease known as Xerophtholmia Increases body resistance to disease | Milk, cream, butter, egg yolk, liver, cod-liver oil, and leaves of green vegetables, yellow corn, sweet potatoes, beef fat |
| VITAMIN B (Antineuritic) Known now to be group or complex. Closely associated with G | Promotes growth and normal body activities Stimulates appetite Helps in preventing constipation by stimulating digestive tract Prevents beri-beri and pella-gra (See G) | Milk, cheese, yeast, most fruits and vegetables, whole grains, eggs, liver, kidney, legumes; soda used in cooking destroys Vitamin B |
| VITAMIN C (Antiscorbutic) | Promotes growth Prevents irritability in children and adults Prevents scurvy Promotes good tooth and bone development Increases vitality and resistance to disease | Oranges, tomatoes, grapefruit, limes, practically all fresh uncooked fruits and vegetables |
| VITAMIN D (Antirachitic) | Prevents rickets, a disease of childhood affecting bones and all parts of the body Promotes good bone and tooth development Increases resistance to infections | Cod-liver oil, egg yolk, and in irradiated foods Direct sunshine and artificial ultra-violet light will cause development of this vitamin in the animal body |
| VITAMIN E (Antisterility) | Prevents sterility; necessary to continuance of life | Whole grain products, especially wheat germ, lettuce, liver, meat, and all green leaves |
| VITAMIN F NOTE: Investigators do not agree as to its identity. | | |
| VITAMIN G (Antipellagric) (The pellagra factor of Vitamin B; also called P-P Vitamin) | Prevents pellagra which affects skin and other parts of the body Also essential for growth | Whole grain, green leaves, fresh meat, milk, eggs, bananas, practically all fruits and vegetables. |

Vitamins are necessary for growth in children, and good health and normal body activities in all; ill health, lowered vitality, and definite disease conditions result when these necessary vitamin foods are left out of the diet.

What Are Vitamins? Vitamins are substances found in certain foods which are known to be necessary for growth, right development, and general health. All the known vitamins are helpful in promoting general health and well being, and in addition each vitamin has a special function.

Vitamin A helps us to grow. It also builds up resistance to colds and infections of the eyes, nose, throat, and lungs. Some foods in which it is found are whole milk, egg yolk, butter, cream, green leafy vegetables, carrots, sweet potatoes, liver, kidney, sweet breads, and cod-liver oil.

Vitamin B promotes general health and growth, stimulates the appetite, and is known to prevent a disease of the nerves known as beri-beri. This vitamin also helps to prevent constipation by regulating the digestive tract. Some sources of Vitamin B are fruits, green leafy and root vegetables, whole grain cereals, dried seeds, nuts, milk, and cheese. Soda should not be used in cooking vegetables, as it destroys Vitamin B.

Vitamin C helps to prevent defective teeth and a disease known as scurvy, which affects the blood vessels, skin, gums, and teeth. This vitamin also promotes growth and good muscle tone and helps in preventing irritability in children and adults. Important sources are all fresh fruits, especially the citrus fruits, tomatoes, canned or fresh, raw leafy and root vegetables. Heat destroys Vitamin C except in the presence of acid, as in canned tomatoes.

Vitamin D helps to prevent rickets in children, a disease which affects the bones, teeth, and all parts of the body. Vitamin D is also helpful in promoting general health in both children and adults, and makes them less susceptible to colds and other diseases. This vitamin is formed in

the human body by direct exposure to the sunlight and even the sky light, which counts for the increased interest we now take in sun baths and all outdoor life. Food sources of Vitamin D are cod-liver oil, egg yolk, butter and cream, and irradiated foods.

Vitamin E promotes general health and well being, and helps in reproduction. Some known sources of Vitamin E are wheat grain, green leaf vegetables, and meat, especially liver.

Vitamin G prevents pellagra, a disease which affects the skin and other parts of the body, and is also necessary to growth. Some known sources are whole grain products, green leafy vegetables, milk, eggs, bananas, and practically all fruits and vegetables.

More About Vitamins. Vitamins are more or less affected by heat, age, and drying, and for this reason everyone should include some raw fresh fruits and vegetables in his diet each day.

Vitamins have been discovered by experimenting on white rats and other animals. Food chemists and nutrition specialists are constantly conducting experiments for the purpose of locating new vitamins.

At the present time the special vitamin foods seem to be milk, milk products, eggs (especially the yolk), all the green leafy vegetables (especially when eaten raw), tomatoes (canned or fresh), oranges, grapefruit, or lemon juice, whole grain cereals and whole grain bread, liver, sea food, and cod-liver oil.

Remember that vitamins are necessary for growth in children and good health in all, while ill health, lowered vitality, and definite disease conditions result when these necessary foods are lacking in the diet.

Essentials of an Adequate Daily Diet

The following chart summarizes the food facts which we have been discussing:

| FOOD | AMOUNT | MAIN PURPOSE IN DIET |
|---|--|---|
| 1. Meat or fish, occasionally liver or seafood | 1 Serving | Complete proteins and phosphorus, iron, and iodine |
| 2. Egg or egg yolk | 1 | Minerals—especially iron and phosphorus, complete protein, Vitamins A and D |
| 3. Whole milk | 1 Quart | Minerals—especially calcium and phosphorus, complete protein, Vitamins A, B, D, and G |
| 4. Whole grain cereal or bread | 1 Serving | Minerals—especially iron and phosphorus, Vitamins B, E, and bulk |
| 5. Vegetable other than potatoes | 1 Serving | Minerals, bulk, and vitamins |
| 6. Leafy salad, vegetable, raw | 1 Serving | Vitamins A, B, C, E, G, minerals, and bulk |
| 7. Fruit | 1 Serving | Vitamins B, C, minerals, and bulk |
| 8. Citrus fruit or tomato | 1 Serving | Vitamin C |
| 9. Starchy foods as potatoes, breads, cereals, macaroni Fats as butter, salad oils, cooking fats, gravies, cream Sweets as sugar, desserts, candy, syrups, marmalades | Enough to maintain the right body weight | To add sufficient calories |
| 10. Water | 4 to 8 glasses | For body substance and regulation |

How Much Food Do You Eat? An adequate, well-balanced diet includes energy-giving, building, and regulating foods. In other words, it provides a sufficient amount of

all the different kinds of food required to satisfy the needs of the body. A balanced diet takes into account the amount as well as the kind of food that the body needs. For example, when one is underweight or overweight, or suffering from indigestion or constipation, he may not be eating a balanced diet. Regularity is also important. Eating a light meal one day and overloading the stomach the next is not in accordance with the rules of a balanced diet. Eating meals at irregular times and eating between meals are other examples of irregularity.

To insure the maximum of health and growth, a boy or girl of your age should include in the day's diet the following:

First, a quart of milk—milk to drink, milk dishes, milk drinks, ice cream, cheese, etc.

Second, an egg or at least an egg dish—eggs at least three times each week. (The egg yolk is especially valuable.)

Third, one other complete protein, such as meat, fish, cheese, including frequent servings of liver and seafood.

Fourth, at least one whole grain cereal or whole grain bread.

Fifth, three vegetables, including one raw, green leafy vegetable and one other besides potatoes.

Sixth, two fruits, including tomato, canned or fresh, or one of the citrus fruits—orange, grapefruit, or lemon juice.

Seventh, six or eight glasses of water or other liquid.

Eighth, sufficient starch, fat, and sugar to maintain the right body weight.

Do you eat the right quantity of food? How many calories should your day's diet include? How should this amount of food be divided? About one-third for breakfast, one-fourth for lunch or supper, and five-twelfths for dinner has been found satisfactory for some people. Others prefer to eat approximately one-third of the required amount of food at each of the three meals. When the lunch hour is short or when it is necessary to carry a

lunch, it is usually better to eat a light lunch. Again, the cost of food when eating away from home must often be considered. A light lunch calls for a heavy breakfast and a more substantial evening meal, in order to include the required number of calories. Eating sweet foods after school dulls the appetite and takes away much of the enjoyment of the evening meal, and consequently keeps many growing boys and girls from being the "picture of health." On page 93 you will find a chart giving approximate number of calories needed for boys and girls of your age. On page 94 you will also find a chart, "How to Count Calories," which will help you to estimate the amount of food required to meet your body needs.

What Is Your Score? How does your daily diet compare with the minimum essentials on page 67? Why not make a food selection score card? A sample card will be found on page 120.

Remember the relation of health to beauty, charm, and success. And, finally, remember that, to keep well and happy, to enjoy the maximum of strength, endurance, and vitality, you must choose food wisely.

Things to Remember

Appetite is a reliable guide only when controlled by intelligent food habits. Our bodies have certain definite needs for energy, building, and regulating, which are satisfied only with the right kind and amount of food. Foods that satisfy the needs of the body and are pleasing to the appetite may be chosen if one understands the foundations of good nutrition.

Food chemists have analyzed foods and found them to be composed of proteins, fats, carbohydrates, minerals, water, and vitamins. These same substances or foodstuffs are the ones found in our bodies.

Good nutrition depends largely upon eating the right kind and amount of food, and upon correct eating habits. For maximum health, growth, and vigor, we must have the right kind of

food, wholesomely prepared, eaten at the right time, in right amounts, and in the right manner.

Things to Do

1. Discuss the relation of appetite to intelligent food choice. Why does the body need food? List the essentials of a day's diet. Memorize this list for future use.

2. Give the essentials of a wholesome breakfast, an ideal school lunch, and a good dinner.

3. Keep a list of foods you eat for a week. Check this list against the essentials as outlined in this chapter.

4. What is the relation of food to the body needs? Write the names of the six foodstuffs. Tell how the body uses foods. Compare the human body to an engine or automobile.

5. List the energy foods, the building foods, the regulating foods, which are ordinarily found in your home.

6. Why does the body need water? What is the special purpose of the cellulose or bulk found in fruits and vegetables or whole grain cereals?

7. Why are minerals needed in the body? Tell what everyday foods furnish minerals. What ones furnish vitamins? What is the purpose of protein in the diet? Carbohydrates? Fats? Of what value are the sugars and sweet foods?

8. Name five sources of protein, carbohydrates, fats, minerals, and vitamins. Give the chief foodstuff found in the following: eggs, spinach, cheese, tomatoes, steak, butter, oatmeal, cream of wheat, jelly, bacon, celery, apples, potatoes.

9. What foods furnish iron, calcium, phosphorus? How may iodine be added to the diet?

10. What are vitamins? Name the known vitamins and give some of the uses of each.

11. What is a calorie? What foodstuffs can be measured by calories? What ones cannot be measured in this way? How many calories should you eat? Count the approximate number of calories in your diet for a day.

12. Discuss the value of milk in the diet. Of eggs. How much milk should be given to growing boys and girls each day? How, besides drinking milk, may this amount be used?

13. List the acid and alkaline foods.

14. Summarize the essentials of an adequate daily diet. Make a score card and score your own and another's diet for two days.

15. Some helpful references:

Farmers Bulletins, U. S. Department of Agriculture, Washington, D. C.:

Food Values and Body Needs, No. 1333 (free)

Good Proportions in the Diet, No. 1313 (free)

Superintendent of Documents, Government Printing Office, Washington, D. C., Charts:

100 Calorie Portions of a Few Familiar Foods; 10c.

Composition of Food Materials (set of 15 colored charts); \$1.00.

Office of Experiment Station, Washington, D. C.:

Chemical Composition of American Food Materials; 10c.

Nutrition and Health; American Red Cross.

Food Allowances for Healthy Children; Gillett

| Age in Years | Calories per Day | |
|--------------|------------------|-----------|
| | Boys | Girls |
| Under 2 | 900-1200 | 900-1200 |
| 2-3 | 1000-1300 | 980-1280 |
| 3-4 | 1100-1400 | 1060-1360 |
| 4-5 | 1200-1500 | 1140-1440 |
| 5-6 | 1300-1600 | 1220-1520 |
| 6-7 | 1400-1700 | 1300-1600 |
| 7-8 | 1500-1800 | 1380-1680 |
| 8-9 | 1600-1900 | 1460-1760 |
| 9-10 | 1700-2000 | 1550-1850 |
| 10-11 | 1900-2200 | 1650-1950 |
| 11-12 | 2100-2400 | 1750-2050 |
| 12-13 | 2300-2700 | 1850-2150 |
| 13-14 | 2500-2900 | 1950-2250 |
| 14-15 | 2600-3100 | 2050-2350 |
| 15-16 | 2700-3300 | 2150-2450 |
| 16-17 | 2700-3400 | 2250-2550 |

New York Association for Improvement of the Poor.

How to Count Calories*

(Showing approximate number of calories in an average serving of certain foods.)

How Many Calories Do You Require? By measuring the amount of each kind of food eaten for a few days, you will soon learn how to control your diet as far as calories are concerned.

| Name of Food | Measure of Average Serving | Calories |
|-------------------------------|-------------------------------------|----------|
| MILK AND MILK PRODUCTS | | |
| Milk, fresh, whole | $\frac{1}{2}$ pint | 170 |
| Buttermilk | $\frac{1}{2}$ pint | 85 |
| American cheese | 1 in. cu. | 85 |
| Cottage cheese | $\frac{1}{4}$ cup | 65 |
| Cream, thin | 2 T | 55 |
| Butter | 1 T or 1 pat | 100 |
| Ice cream | $\frac{2}{3}$ cup | 200 |
| SALAD OILS AND FATS | | |
| Olive oil | 1 T | 100 |
| Cottonseed oil | 1 T | 100 |
| Oleomargarine, beef fat | 1 T | 100 |
| Oleomargarine, vegetable fat | 1 T | 100 |
| CEREALS AND BREAD | | |
| Grape nuts | $\frac{1}{3}$ cup | 110 |
| Post's bran flakes | $\frac{3}{4}$ cup | 100 |
| Post toasties | 1 cup | 50 |
| Corn meal, cooked | $\frac{1}{2}$ cup | 75 |
| Hominy grits, cooked | $\frac{1}{2}$ cup | 70 |
| Oatmeal, cooked | $\frac{1}{2}$ cup | 50 |
| Brown rice, steamed | $\frac{1}{2}$ cup | 70 |
| White rice, steamed | $\frac{1}{2}$ cup | 70 |
| Macaroni, cooked | $\frac{1}{2}$ cup | 50 |
| Bread, white, 1 slice | $3 \times 3 \times \frac{3}{8}$ in. | 40 |
| Bread, graham | $3 \times 3 \times \frac{3}{8}$ in. | 35 |
| Bread, Boston brown | $3 \times 3 \times \frac{3}{8}$ in. | 65 |

| Name of Food | Measure of Average Serving | Calories |
|--|---|----------|
| MEAT, POULTRY, FISH, EGGS | | |
| Beef, ¹ / ₂ lean, 1 slice, broiled | 2x3x1 in. | 140 |
| Veal, cutlet, broiled | 4x2 ¹ / ₂ x1 ¹ / ₂ in. | 135 |
| Lamb, roast | 4 ¹ / ₂ x3 ¹ / ₂ x1 ¹ / ₈ in. | 100 |
| Lamb, chop, broiled | 1 chop | 100 |
| Mutton, roast | 3x3 ³ / ₄ x1 ¹ / ₈ in. | 100 |
| Mutton, chop, broiled | 1 chop | 260 |
| Bacon, broiled | 4 small sl. | 100 |
| Ham, boiled, 2 slices | 4x2 ¹ / ₂ x1 ¹ / ₈ in. | 155 |
| Liver, calves, broiled | 3 ¹ / ₄ x2 ¹ / ₂ x ³ / ₈ in. | 100 |
| Chicken, roast | 4x2 ¹ / ₂ x1 ¹ / ₈ in. | 100 |
| Fish, lean, broiled | 3x4x ³ / ₄ in. | 135 |
| Oysters, raw | ¹ / ₂ cup | 75 |
| Egg, whole | 1 | 75 |
| Egg, white | 1 | 14 |
| Egg, yolk | 1 | 61 |
| VEGETABLES | | |
| Asparagus, cooked | 5 3-in. pcs. | 10 |
| Beans, lima, fresh, cooked | ¹ / ₃ cup | 70 |
| Beans, lima, dried, cooked | ¹ / ₃ cup | 80 |
| Beans, navy, boiled | ¹ / ₂ cup | 125 |
| Beans, green, string, cooked | ¹ / ₃ c., 1-in. pcs. | 15 |
| Beets, cooked | ¹ / ₂ cup, cubes | 40 |
| Cabbage, raw, chopped | ¹ / ₂ cup | 10 |
| Carrots, cooked | ¹ / ₂ cup, cubes | 35 |
| Cauliflower, cooked | ¹ / ₂ cup | 20 |
| Celery, hearts | 1 | 5 |
| Corn, fresh, cooked | 1 ear, 6 in. | 50 |
| Corn, canned | ¹ / ₃ cup | 85 |
| Cucumber | ¹ / ₄ c., slices | 10 |
| Dandelion greens, cooked | ¹ / ₂ cup | 70 |
| Lentils, boiled | ¹ / ₂ cup | 120 |
| Lettuce | ¹ / ₄ head | 10 |
| Onions | 4 1 ¹ / ₂ in. diam. | 50 |
| Parsnips, cooked | ¹ / ₂ cup, cubes | 40 |
| Peanuts | 22 | 100 |
| Peas, fresh, cooked | ³ / ₈ cup | 50 |
| Peas, canned | ³ / ₈ cup | 50 |

| Name of Food | Measure of Average Serving | Calories |
|-------------------------|---|----------|
| VEGETABLES (Continued) | | |
| Peas, dried, boiled | $\frac{1}{2}$ cup | 140 |
| Peppers, green, cooked | 1 | 25 |
| Potatoes, white, cooked | 1 medium | 75 |
| Potatoes, sweet, cooked | 1 medium | 110 |
| Rutabaga, cooked | $\frac{1}{2}$ cup, cubes | 35 |
| Spinach, cooked | $\frac{1}{2}$ cup | 20 |
| Squash, Hubbard, cooked | $\frac{1}{3}$ cup | 35 |
| Squash, summer, cooked | $\frac{1}{2}$ cup | 45 |
| Tomato | 1 medium | 25 |
| Tomato juice | $\frac{1}{2}$ cup | 25 |
| Turnips, cooked | $\frac{1}{2}$ c., $\frac{1}{2}$ in. cu. | 20 |
| FRUIT, FRESH | | |
| Apples, raw | 1 medium | 65 |
| Banana | 1 medium | 70 |
| Blackberries | $\frac{1}{2}$ cup | 100 |
| Blueberries | $\frac{1}{3}$ cup | 35 |
| Cantaloupe, half | $4\frac{1}{2}$ in. diam. | 50 |
| Cherries, stoned | $\frac{1}{4}$ cup | 25 |
| Grapefruit | $\frac{1}{2}$ | 100 |
| Grapes | 22 | 100 |
| Lemon juice | 1 T | 5 |
| Olives, green | 4 | 50 |
| Oranges | 1 medium | 75 |
| Orange juice | $\frac{1}{2}$ cup | 50 |
| Peaches | 1 medium | 35 |
| Pears | 1 medium | 50 |
| Pineapple, fresh | 2 slices, $\frac{1}{2}$ in. | 50 |
| Plums | 4 | 90 |
| Raspberries | $\frac{1}{2}$ cup | 45 |
| Strawberries | $\frac{3}{4}$ cup | 65 |
| FRUITS, DRIED | | |
| Apricots | 6 halves | 70 |
| Dates | 6 | 135 |
| Figs | 4 | 280 |
| Prunes | 4 medium | 100 |
| Raisins | $\frac{1}{4}$ cup | 100 |

| Name of Food | Measure of Average Serving | Calories |
|-----------------------|--|----------|
| NUTS | | |
| Almonds | 12 | 100 |
| Pecans | 12 halves | 100 |
| Walnuts | 10 halves | 100 |
| SUGAR AND SWEETS | | |
| Sugar | 1 T | 60 |
| Honey | 1 T | 100 |
| Maple syrup | 2 T | 130 |
| Molasses | 1 T | 65 |
| Corn syrup | 2 T | 115 |
| Ginger bread, no eggs | 1x4 $\frac{1}{2}$ x2 $\frac{1}{4}$ in. | 275 |
| Sponge cake, 2 eggs | 4x4x1 in. | 150 |
| Currant jelly | 1 T | 35 |

*Adapted from the Food Chart prepared by American Red Cross and Postum Cereal Company. Designed to stimulate interest in learning to count calories only.

CHAPTER III

CHOOSING THE SCHOOL LUNCH

You and the School Lunch. Do you choose your lunch at school or do you carry part or all of it with you? Comparatively few boys and girls of your age live near enough to school to make it convenient to go home for lunch. Some of you are privileged to select your lunch at school, while others may select the food for the lunch basket at home. In either case the responsibility for selecting the lunch should be largely your own. Do you choose wisely? Good food habits are so essential to good health that you should accept the responsibility of selecting food for your lunches as both a duty and a privilege.

What Are the Characteristics of a Healthy Person?

A brief review of the attributes of health will not be out of place here. Have you read *Signs of Health in Childhood?* This bulletin, presenting a picture of perfect health, is listed at the close of Chapter I, and is published by the National Child Health Association. Have you read *What Is Malnutrition?*, a bulletin published by the Children's Bureau, Washington, D. C.? Both of these bulletins are helpful and should be in your own library. The following quotation suggests some of the characteristics of good health:

“One in perfect health has much vitality and vigor, good muscle tone, correct posture, healthy gums, good teeth, good digestion, good nerve control, rosy, healthy skin, and happy, alert expression, with freedom from constipation, headache, bad breath, physical defects, unusual fatigue, and unusual susceptibility to colds and other diseases.”

The School Lunch and Health. The fact that numerous boys and girls of your age are either overweight or underweight indicates that many of them do not choose food wisely. The popularity of food shops located near school buildings which do not even offer the right kind of food is another evidence that boys and girls sometimes choose food unwisely. The school lunch should do its part in supplying the necessary foods to meet the body's needs. Keeping an account of all foods eaten for a few days will help in checking one's diet. Remember that each day the body needs protein, minerals, and water for growth and repair; it needs some carbohydrates and fats for energy, warmth, and activity; it needs water, vitamins, minerals, roughage, vegetable oils, and fruit acids for growth and protection and for regulation of all the life processes. These needs are met by selecting balanced meals every day, both at home and at school.

Good Health Habits and Digestion. Eating too hurriedly, in order to run and play, should be avoided. Learn to enjoy your meals and to masticate your food thoroughly. The body needs simple, easily digested foods.

A habit which aids digestion is the selection of the right kind and quantity of food, so as not to overload the stomach with too much food or with food too hard to digest. Have you formed the habit of chewing food thoroughly? One of the purposes of teeth is to aid digestion by breaking the food into small particles ready to mix with the digestive juices.

Enough water should be taken at mealtime to furnish all that is needed for digestion. Water helps in softening and dissolving food and helps in the whole digestive process. Do not drink water when there is food in the mouth. Swallow water between mouthfuls and not with them. Undigested food usually means that the food has

left the mouth poorly chewed. Quiet rest both before and after meals is a great aid to digestion. Do not bathe or go swimming for at least an hour after eating. Eat lightly or not at all when tired or mentally upset. Remember that the school lunch should be thoroughly masticated to prepare it for its work in the body. From twenty to thirty minutes should be allowed for either breakfast or lunch. More time should be given for dinner, because it is usually the heartiest meal of the day, and should be eaten even more leisurely, and with much enjoyment.

All good health habits aid digestion. Muscles grow and develop with use. Running, jumping, and playing develop the body. Fresh air, day and night, and much sunshine are necessary for the maximum health and growth. Sleep gives relaxation to the whole body. Do you sleep from nine to ten hours each day? But fresh air, sunshine, sleep, rest, exercise, right foods and clothes will not keep the body well if it has such physical defects as diseased tonsils, adenoids, bad teeth, and defective eyesight. Eye strain is the cause of much unhappiness and interferes with normal nutrition. Bad tonsils and decayed teeth may throw poison into the body, thus interfering with digestion and causing illness and malnutrition. Cheerfulness and all good mental habits are necessary for good digestion and normal growth and development. A well-balanced diet and a well-balanced regimen of habits, varying as little as possible from day to day, should be our goal.

Some Good Food Habits. Having good food habits means eating the right food every day, eating in the right proportion to the body's needs, and eating at regular intervals without thinking too much about it. Habits, you know, are things we want to do, things we do often, and things that give us such pleasure and satisfaction that we want to do them again. The way to treat an undesirable

habit is to stop the bad habit by substituting a good one in its place.

Do you have good food habits? If you enjoy all kinds of simple, wholesome foods, such as vegetables, fruits, milk, eggs, and cereals; eat your meals regularly and leisurely; chew your food until it is broken up in fine particles and well mixed with the digestive juices; wash your hands before eating or handling food; brush your teeth at least twice each day; and avoid eating foods that are hard to digest and that interfere with a normal, hearty appetite, your habits are good.

Are Some Foods Bad? Few, if any, foods are actually harmful in themselves. Some are rather difficult to digest, such as fried foods, and some take away the appetite for wholesome foods, such as all sweet foods when eaten between meals or at the beginning of the meal. Eating chili, tamales, pie, cake, candy, pickles, and other highly seasoned food, and drinking coffee instead of milk, are examples of practices which often exclude from the diet the more desirable foods. When fresh fruits, green vegetables, milk, eggs, and whole grain cereals are neglected, we fail to obtain the vitamins and minerals that are so necessary to health and growth. Milk, eggs, liver, fish, and other complete proteins are vitally necessary for the growth and the repair of tissues. It is possible to eat the right amount of food and fail to eat the right kind of food; on the other hand, one might easily eat the right kind of food and fail to get enough to furnish energy for growth and all activities.

Some Results of Improperly Balanced Meals. Some of the many bad results of selecting the wrong foods will be mentioned here in order to strengthen your belief in the value of good food and health habits:

Overweight is usually caused by eating too much, eating the wrong kinds of food, the lack of proper exercise, or by physical defects. Occasionally glandular disturbances are the cause of overweight, and for this reason every one who is overweight should consult a physician and should diet only under his instructions. Some of the results of overweight are lowered vitality and poor resistance to disease, poor muscular development, organic disturbances, and excessive fatty tissue.

The corrective measures for overweight usually call for eating less fuel food, stopping the habit of overeating, correcting physical defects, living right, and exercising sufficiently. In cases of extreme overweight, exercises should be taken upon the advice of a physician. What are the essentials for the day's diet for one of your age? You have learned that sweets, fats, and starchy foods are eaten mostly for calories and for flavor. If you find that your overweight is caused by too much food, eat fewer sweets, fats, and starchy foods, but continue to eat fresh vegetables, fruits, milk, eggs, and whole grain cereals.

Underweight is caused by insufficient food, lack of some of the food essentials, physical defects, such as bad teeth, diseased tonsils and adenoids, bad health habits, such as lack of sleep, rest, and recreation. Underweight causes lowered vitality and resistance to disease, general weakness, and poor posture. Here again is needed a balanced diet, correction of physical defects, and better health habits. Better health habits for underweight children include more rest and sleep, an abundance of fresh air and sunshine, greater cheerfulness, more water between meals, and more food at mealtime, and, occasionally, between meals. Lunch between meals should consist of plain, wholesome food, eaten about midway between breakfast and lunch and again in mid-afternoon, so as not to interfere with the evening meal. Milk, fruit, graham crackers,

simple cookies, and other simple foods are all that should be given here. Nothing should be eaten that will interfere with a hearty appetite at mealtime.

Digestive Disturbances are caused by such habits as eating too rich food, incomplete mastication, overeating, eating when too tired or when excited, eating irritating foods, and other bad health habits, or by organic causes.

The intestines sometimes become irritated by eating *too much sugar, too much bran*, or other bulky foods, and by other extremes in eating. Perhaps the most common complaint is constipation, which is usually caused by lack of bulky food, insufficient water, lack of exercise, and irregular habits of elimination. Some of the results of constipation are a bad complexion, headaches, lowered resistance to disease, dizziness, languidness, and indigestion. Ordinarily the cure for constipation requires regular exercise, regular meals, a regular time for elimination, more water, and more bulky foods, such as vegetables, fruits, and whole cereals. When good food and good health habits are not sufficient to correct the disturbances, a physician should be consulted.

Rickets, scurvy, pellagra, anemia, goiter, decayed teeth, and lowered resistance to diseases such as colds and tuberculosis, are other results of improperly balanced diets. They are mentioned here merely to call attention to the need for balanced meals, and to add weight to the importance of good food and health habits.

Preferences and Dislikes. One should take pride in learning to like and really enjoy all kinds of wholesome food. What should be our attitude when new foods are offered us, either at school or at home? Some people believe that the habit of forming dislikes for perfectly wholesome foods shows a lack of self-control or good self-management. What do you think? Of course, some foods

naturally appeal to us more than others, but it is rather discourteous to refuse wholesome food unless there is a very definite reason, such as religious custom. In so far as our physical needs are concerned, we may really follow our preferences if we have a thorough enough knowledge of food values to select substitutes for foods that are disliked.

There is a very definite relationship between the dislike of wholesome foods and bad food habits. Do you know why? We are told by good authority that there are no food combinations that are actually harmful. For example, milk and fish are thought by some people to be poisonous, but science does not support this belief. In fact, milk and fish are eaten by many people, with no ill effects. Some food combinations are more pleasing than others, and some cause temporary discomfort because they are not balanced, as does a meal composed of several different kinds of acid.

Physicians tell us that occasionally there are people who cannot tolerate certain foods, but such cases are very rare. In other words, people in good health seldom find foods that do not agree with them.

The Relation of the School Lunch to Other Meals. What foods do you ordinarily choose for lunch? Do you choose milk, vegetables, fruit, bread, or other cereal products? How many calories should your day's diet include? How many calories do you obtain from your lunch? Try to make your lunch yield about one-third of the day's calories, or, if you prefer a hearty breakfast yielding about one-third of the day's calories, eat a lighter lunch yielding only about one-fourth of the day's calories, and a heavy dinner supplying about five-twelfths of the day's energy requirements. Remember that each meal should be chosen in relation to the minimum essentials for the

day's diet, and that regularity is essential to good digestion.

Why Breakfast Is Important. Do you know why growing boys and girls should eat a good, wholesome breakfast? It is primarily because the body needs food at regular intervals. Going without breakfast is a bad habit to form because of the length of time between the evening dinner or supper and breakfast time. Eating a good breakfast, with something hot, stimulates the digestive tract and helps in keeping the body regulated. It is usually difficult for growing boys and girls to get enough food, unless they eat at least one-third of the day's food requirements at breakfast. A glass of water upon rising, a few minutes of setting up exercises with the windows wide open or a short, brisk walk in the open air, and a hearty breakfast are among the essentials for starting the day right.

Keeping Our Meals Balanced. We have learned that a balanced diet usually includes milk, meat, eggs, fruits, vegetables, whole grain cereals, white cereal products, fats, and sugar. We have learned what essential elements each of these foods furnishes. Now our problem is to think of the foodstuffs, as milk to drink and milk dishes, eggs and egg dishes, servings of meat, cheese, cereals, vegetables, fruits, and combinations of foods such as vegetable soup, cakes, and cookies.

Although balance is not absolutely necessary in each meal, the day's meals during growth should show good balance. Protein, minerals, and vitamins are necessary every day. A light lunch means a heavy dinner, and vice versa. A food difficult to digest should be balanced by bulky foods and water. It is better to eat approximately the same amount of food each day, as a heavy dinner one day and a light one the following are among the things that interfere with good digestion. Overloading the stomach should

be avoided, especially at the noon hour, as discomfort in the digestive system should not be allowed to interfere with the necessary study of the afternoon.

Three Meals a Day

In order to keep a balance between food essentials during the day, let us consider briefly what foods seem appropriate for breakfast and lunch or supper, and which ones suggest dinner.

1. **Milk.** For a growing boy or girl, milk is a requirement at all three meals. The best way to make sure that the daily quota of one quart is used is to drink a glass at each meal, and in addition use it on cereals or cream toast for breakfast or choose a cream soup, a cheese sandwich, a cottage cheese salad, a creamed vegetable, or a custard or milk pudding either for lunch or dinner. In cocoa and ice cream are other ways to use milk. Milk, eggnogs, and milk shakes between meals may also be taken on days when it seems difficult to use the required amount of milk. Suggest other ways in which milk can be used.

2. **Fruit.** Fruit may be used for any meal of the day or eaten between meals, if not eaten too near mealtime. Oranges, grapefruit, grapes, apples, bananas, or other fresh fruit make a good beginning course for breakfast. Fruits, fresh, canned, or dried, can be used for desserts for lunch or dinner. A fruit cocktail or a fruit juice is a favorite beginning course for dinner. Dried fruits and fresh fruit make good fruit salad and combine well with vegetables in a salad. An orange or an apple in the mid-morning or afternoon does not interfere with the following meals. List all the fruits that are sold in your local stores. What fruits are now in season? Is it difficult to include two fruits in your day's diet? Remember to eat one raw fresh fruit each day.

3. Eggs. Eggs may be used in any meal of the day. It is very easy to eat an egg every day. Poached eggs for breakfast, deviled eggs for lunch or supper, custards and other desserts for dinner, scrambled eggs, creamed eggs, and omelets are popular ways of serving eggs. Egg yolks are so valuable for growing boys and girls that they are sometimes given the yolk while the white is used in desserts, such as angel food cake and prune or apricot whip. Remember that eggs are eaten for iron and phosphorus and for Vitamins A and D, and not alone for proteins. Suggest other ways of preparing eggs. What is the price of eggs in your community? Why are eggs sometimes more expensive than at other times? Make a list of various ways of cooking eggs and of using eggs in our food.

4. Vegetables. Vegetables are appropriate for lunch and dinner. One cooked vegetable for lunch and a raw, green salad with potatoes for dinner, meet the day's vegetable requirements. Vegetable soup for lunch is nourishing and fulfills the requirement of at least one hot dish. A big serving of cooked greens once or twice a week offers a pleasing variety. Salad leaves, greens, or raw cabbage should appear daily. There is such a variety of vegetables that every one should be allowed favorites, but tomatoes, which are in reality a fruit, spinach, carrots, and celery are among the most valuable. List all the vegetables with which you are familiar. What fresh vegetables are now in the market? What raw vegetable do you eat? Remember that we should eat at least one raw vegetable a day. Raw cabbage is recommended here for its vitamins, minerals, and bulk, and because it is inexpensive and available throughout the year.

5. Whole Grain Cereals. Whole grain cereals may be used at any meal in the day. A cooked whole grain cereal is an excellent food for breakfast. Whole grain muffins and sandwiches are delightful for lunch or supper. Whole

grain bread is appropriate for any meal of the day. List all the cereals used in your home. Do all the members of your family enjoy whole grain products? They offer a pleasing variety to the diet and add vitamins, minerals, and bulk.

6. Meat and Other Complete Protein. Protein is usually the main dish for dinner. In fact, the meat or meat substitute is usually selected first, with soup, vegetables, and dessert selected in accordance with the kind of meat. Meat, including beef, pork, poultry, fish, and liver, is distinguished not only for its satisfying flavor, but as the chief source of complete protein, iron, phosphorus, and iodine. The main protein dish is usually chosen for dinner, but a second protein or meat substitute may be used for lunch or supper. The second protein dishes usually are beans, peas, lentils, and nuts. Creamed chipped beef, liver, fish, sausage, and hash are sometimes served at breakfast.

7. Water. Water should be taken freely before breakfast, between meals, and before going to bed. It may also be used at mealtime, but should not be used instead of milk. Neither should it be used to wash the food down. With milk to drink at each meal, most boys and girls find it better to drink water after lunch and at other times during the day.

8. Starchy Foods, Fats, and Sugars. Now we are ready for starchy foods, fats, sugars, and other sweet foods, which are eaten chiefly for their flavor and richness. Starchy foods should be chosen in preference over the others in this group, mainly (1) because of their digestive qualities, (2) because they are inexpensive, and (3) because almost all cereal products contain some protein, some minerals, vitamins, and bulk.

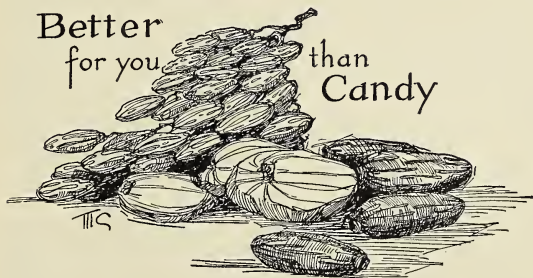
Fats are the most concentrated forms of energy. Butter, cream, or cod-liver oil should be eaten daily to supply

Vitamins A and D. With much outdoor life, fresh air, and sunshine, cod-liver oil may not be necessary, except for infants, invalids, and convalescents. However, cod-liver oil is good for every one, especially during the winter months. It can be easily taken in orange, tomato, grapefruit, or lemon juice. It is the best possible protection from colds, influenza, and other diseases. From three to six servings of butter are desirable each day for Vitamins A and D, especially during the winter months. Butter substitutes are believed not to supply these vitamins. Molasses and honey furnish some minerals and vitamins, but ordinarily sweet foods and fats furnish nothing but calories. After the essential foods are eaten, we may eat to suit our fancy, forgetting about calories, proteins, minerals, and vitamins.

The total amount of food required depends upon many factors, but when the essentials are eaten, the appetite can generally be depended upon in healthy, active boys and girls.

What About Eating Candy? Is candy a food? What kind of food? What food essentials does it ordinarily furnish? Why

Better
for you than
Candy



do we enjoy candy? When should we eat candy? Why? When should we not eat candy? Why?

Candy is not bad in itself,

but because those who eat candy usually eat too much and eat it at the wrong time, candy eating is a bad habit. You have learned how to change a bad habit to a good one. Apply this knowledge to candy eating. Children who do

not eat candies and sweet foods usually have strong, healthy, beautiful teeth. On the other hand, a very large percentage of the children in our public schools who have decayed teeth and who are malnourished are those who eat too much candy or eat it at the wrong time.

Sugar digests quickly and furnishes calories for fuel and energy. However, it is better to get most of our sugar from milk, fresh and dried fruit, and from desserts such as custards, puddings, cakes, and cookies. When sugar is left in the mouth, it is changed to acid, and this acid has a tendency to dissolve the lime in our teeth, thus opening the way for bacteria to attack the teeth and cause them to decay. Candy and sugar are enemies of good teeth, while milk, green vegetables, and fruits are their friends. Did you ever see anyone with the toothache? Perhaps you can arrange to spend a half-day at the dentist's. Such a visit would doubtless increase your interest in eating fruits, vegetables, milk, and whole grain cereals. Arrange for a debate on the good and evil of candy eating.

People who constantly eat candy do not care for the mild, wholesome foods, and they frequently develop a dislike for vegetables and all healthful foods. Thus candy robs the body of the materials it needs. Too much candy causes indigestion, malnutrition, nervousness, and an irritable disposition. Candy takes away the appetite for wholesome foods, if eaten too often or between meals. We are also told that if candy and sweet foods are eaten, they should be eaten at the close of the meal.

Candy, if eaten at all, should be eaten at mealtime with other foods and not in place of them. Good debaters could almost rule candy out of existence. Other sweet foods, such as sweet soda water and sundaes, should not be taken too often, and should be taken preferably at mealtime or soon afterwards.

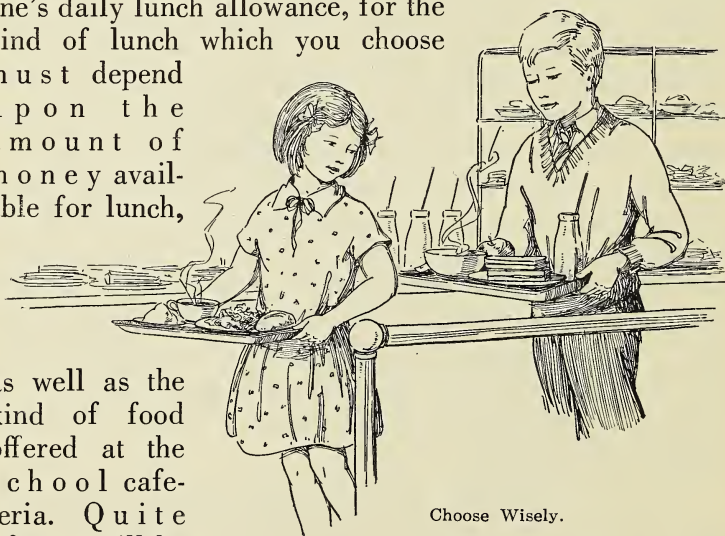
Would you buy candy that is exposed to the dust and dirt of the street? Nuts and candy should be handled with a scoop and should be protected from insects and dust. Confections that are wrapped in sterile paper, although more expensive, have the advantage of being more sanitary than bulk goods. Ice cream and cold drinks may be served in sanitary paper dishes and cups. Would you patronize a store which used glasses and silver spoons that were not clean? Because it is difficult to wash dishes without hot water, many stores use waxed paper dishes and cups, which are both convenient and sanitary.

Choosing Lunch at School. We have agreed that the school lunch should be chosen in relation to the other meals. List the food eaten at last evening's meal and today's breakfast. Then check this list to see what must be included in your lunch. What else can you add after the essentials are chosen? If your dinner included meat, potatoes, a fresh green salad, baked apples with cream, bread and butter, and milk to drink, with a sliced orange, a shredded wheat biscuit, a poached egg, toast, and milk for breakfast, what should you have for lunch? Would creamed cauliflower, buttered peas, whole wheat muffins, dates, and milk complete the essentials of a full day's diet? Approximately how many calories would this include? Perhaps you should add additional food, such as bread and butter, jelly or preserves, to complete your day's calorie requirements.

Imagine a breakfast of fresh grapes, oatmeal, buttered toast, omelet, and milk to drink, with a dinner in the evening of roast beef and gravy, baked potato, baked tomato, buttered spinach, orange salad, bread and butter, milk to drink, and rice pudding with whipped cream. What should be chosen for your lunch? After checking the foods in these two menus, you will find that you have included three vegetables, potatoes, spinach, and tomatoes; two

fruits, grapes and an orange; a meat; an egg; a whole grain cereal, oatmeal, with more than two glasses of milk. What is lacking? Would creamed carrots, sandwiches, milk, and prune whip and cake complete the requirements for this day's diet? List other dinner and breakfast combinations, then complete the day's diet with a suitable and appetizing lunch.

What Is an Ideal School Lunch? We have learned that the school lunch should be chosen in relation to the other meals. Approximately the same amount of food should be eaten for the school lunch each day. While the school lunch varies with the other meals, it is wise to decide on certain types of food that may be secured with one's daily lunch allowance, for the kind of lunch which you choose must depend upon the amount of money available for lunch,



as well as the kind of food offered at the school cafeteria. Quite often it will be

necessary to add additional food, such as additional bread and butter or a dessert in order to make up the required number of calories.

What do you think of a glass of milk, a cooked bulky vegetable, such as greens, carrots, green beans or peas,

Choose Wisely.

whole wheat muffins or sandwiches, and a fresh fruit? Would orange juice, cream of celery soup, crackers, and oatmeal cookies be a satisfactory lunch? Or what about milk, stewed tomatoes, whole wheat muffins, and tapioca pudding? Or milk, buttered spinach, cornmeal muffins, and a ripe banana? Shall we agree, then, that an ideal school lunch should include a milk drink or two milk dishes, a green or bulky vegetable, fruit, and something hot?

The milk may be a milk drink or a generous serving of cream soup; the vegetable may be a raw vegetable salad or a cooked juicy vegetable or generous serving of vegetable soup; the hot dish may be a beverage, a soup, a vegetable, or a protein dish, which is possibly not needed, as most families use meat or a meat substitute at the evening meal. The fruit may be a fruit juice to drink, a dessert of fresh, dried, canned, or stewed fruit, or a fruit salad. Extras may be added, such as bread and butter and a simple dessert.

The ideal school lunch should be attractive and appetizing as well as wholesome. At least one hot dish is desirable. Acid foods should be eaten at the beginning of the meal to sharpen the appetite, while sweet foods should be eaten at the close of the meal, because sweets dull the appetite. Vary the soft and hard foods, the liquid and dry. Do not choose the same food prepared in different ways, as, for example, tomato soup and stewed tomatoes for the same meal. Fried foods should be used sparingly, as they are difficult to digest and often cause sugar and starch to ferment before they have time to digest.

By balanced meals we mean having pleasing combinations of protein, carbohydrates, fats, minerals, and vitamin-rich foods. It also means variety in method of preparation, in temperature, in flavor, in texture, and in

color. For example, we have various methods of cooking food, such as boiling, baking, frying, scalloping; some foods have color, as do green vegetables, oranges, tomatoes and carrots, while some are colorless, as potatoes, rice, and macaroni; some are soft, others solid; some mild in flavor, others strong; some sweet, others acid or tart.

Variety or contrast is desirable when choosing meals for ourselves or in planning meals for others. We would soon tire of all hot, all cold, all sweet, or all sour foods, and meals that are all soft, or all solid, or all cooked by one method would soon fail to tempt us. "Variety is the spice of life," and this is especially applicable to the choosing, planning, and preparation of meals. Any suitable combination of foods for any meal in the day is called a menu. Your interest in menus will increase as you continue to eat in public places.

May one food substitute for another? In the score cards at the close of this chapter we have set up a standard which we believe to be in accordance with the best knowledge obtainable today. The chief purpose of a food score card is to center attention on certain important and too often neglected foods. Knowing the reason for including certain foods in the diet makes it possible to substitute others. For example, vegetables, fruits, and whole grain cereals are eaten chiefly for vitamins, minerals, and bulk. If any one of these is neglected, more generous servings of the other two should be included. In other words, when white bread and refined cereals are eaten, an additional serving of vegetables or fruit will doubtless make up the deficiency. A raw vegetable sandwich (vegetables chopped fine, seasoned, and spread on buttered bread) is sometimes accepted in lieu of whole wheat bread.

When fresh milk is scarce, more butter, cheese, buttermilk, and other milk products may be used. Canned or

dried milk may also be used, especially in cooking. Milk supplies vitamins, mineral, fat, protein, sugar, and water, but remember that we drink and eat milk chiefly for its calcium, phosphorus, excellent protein, vitamins, and other minerals. When eggs are scarce, use more butter, liver, cream, whole milk, and green vegetables. Cod-liver oil is especially rich in Vitamins A and D, while liver is an excellent source of iron, copper, and complete protein. Remember that the egg yolk is especially rich in Vitamins A and D, and in iron, while the whites furnish complete protein. When we know food values and the body needs, the substitution of foods becomes an interesting problem.

What Do You Pay for Your Lunch? The cost of the school lunch varies in different communities, but, as a whole, the school lunch room or cafeteria is an economical place to eat, because a school lunch room, when run on the right basis, gives food at cost. This is partly because there is no rent to pay for the building and equipment, and because the school authorities do not care to make money out of the cafeteria, but only to serve wholesome food at actual cost. Actual cost usually includes the cost of food, plus the cost of the labor necessary to prepare it. The average cost of the school lunch is from 15c to 25c a lunch. How much do you pay for yours? For this amount, do you get a glass of milk, a vegetable, bread and butter, and some fruit? Remember that milk is cheap at any price, because it is so necessary to the body, and that fresh fruit, fresh green vegetables, and whole wheat bread are needed for vitamins, minerals, and bulk.

Do You Carry Your Lunch? If you carry your lunch you can take milk, fruit, vegetables, and whole grain foods. Some boys and girls carry half-pint bottles of milk in their lunch boxes. Of course the bottle must stand upright and must be carried with care. Vacuum bottles or thermos jugs are convenient in hot weather. Many schools

that cannot offer a full lunch at noon arrange to have milk delivered at the school. Milk can also be taken in cocoa and cream soup. Is buttermilk suitable for the school lunch? Buttermilk makes a convenient and wholesome food for the school lunch. Some kinds of so-called "buttermilk" are made from whole milk. What food is lacking in ordinary buttermilk? Cleanliness is very important in handling milk.

Fruits make the best possible dessert for the lunch box. Oranges, apples, ripe tomatoes, grapes, ripe bananas, and pears are fresh, raw fruits that may be taken for lunch. Dates, figs, raisins are dried fruits that can easily be carried in a lunch box or picnic basket. Cooked fruits, such as prunes, apricots, and pears, can be carried in a jelly glass or other container with a tightly fitted cover.

Raw vegetables that can be carried in a lunch box are ripe tomatoes, lettuce, celery, and cabbage. Peas, beans, and tomatoes are types of cooked vegetables that can be carried in a tightly covered glass.

Sandwiches are of endless variety and are always wholesome when made correctly and wrapped in wax paper to keep them moist and clean. Whole wheat, nut, raisin, and date bread indicate the variety possible in bread. Something sweet may be supplied by dried fruit, simple cakes, cookies, and a little candy.

Something Hot. At least one hot dish is desirable, even when school authorities cannot offer the entire lunch. Hot cocoa, cream, vegetable soup, meat stews, and cooked vegetables are examples of the one hot dish which is often prepared at school through the co-operation of pupils, teachers, and parents.

Variety in the lunch box is very essential. The same food every day as well as all cold or all dry foods some-

times fails to tempt even a hungry boy or girl. Packing the lunch box or picnic basket is a real accomplishment. Metal boxes should be washed every day and scalded often. Place the empty box in the sunshine whenever possible. Wrap all sandwiches, cake, and other soft foods in paraffin paper. Place heavy foods in the bottom of the box. Arrange foods in the order of eating whenever convenient.

Two paper napkins, a drinking cup, and a spoon are needed to complete the necessities of a lunch box. Paper straws are convenient for drinking milk and all liquids from bottles.

Foods suitable for the school lunch box and picnic supper are similar, except that picnics occur only occasionally, and we do not always at such times feel obliged to eat only wholesome foods.

Things to Remember

The selection of the school lunch gives an excellent opportunity to make use of your food knowledge, and to practice good food and health habits. It also provides opportunity to practice fine points in table manners and other beautiful courtesies. Because so many boys and girls are either overweight or underweight, it would seem that some do not choose food wisely. The popularity of food shops located near school buildings which do not even offer the right kind of food is another evidence that boys and girls sometimes choose food unwisely. The school lunch should do its part in supplying the necessary foods to meet the body needs. Keeping an account of all foods eaten for a few days would help in checking one's diet. The needs of the body can be met only by selecting balanced meals every day, both at home and at school. Good health habits aid digestion. Fresh air, day and night, and much sunshine, are necessary for maximum health and growth. Sleep gives relaxation to the whole body. A well-balanced diet, a well-balanced disposition, and much balance everywhere, every day, with as little of extremes as possible and with much regularity should be our goal.

Things to Do

1. Give the characteristics of a healthy person. How may the selection of the school lunch contribute to good health? Discuss the relation of good health habits to digestion. List good food habits. Check your own food habits against this list. Make a plan for changing an undesirable food habit to a good food habit.

2. What are some of the results of improperly balanced diets? Discuss some of the causes of overweight and underweight. Let the class make suggestions for a daily schedule for Mary, who is ten per cent overweight, and for John, who is twenty per cent underweight. Why would you recommend that Mary and John consult the family physician before accepting your schedule?

3. List foods which you like. Do you dislike any foods which are considered by good authorities to be wholesome? If so, make a plan for overcoming this dislike. How would you teach a young child to eat new foods?

4. Discuss the relation of the school lunch to other meals. Why is a good breakfast so important? Plan a week's menu, three meals a day, using the suggestions given in this chapter for the use of food dishes which seem to belong to breakfast, lunch, and dinner.

5. Arrange to have a class debate on the following subject: Resolved: That candy is an excellent food and its use should be encouraged.

6. List the foods commonly served in your school cafeteria. Select three "A" lunches, which include a milk drink or two milk dishes, a fruit, a green or bulky vegetable, and one hot dish.

7. Do you carry your lunch to school? If so, make a plan for including the essentials of an "A" lunch.

8. How much do you pay for your lunch? Find out what this same lunch would cost you at a downtown cafeteria or restaurant. Figure the cost of an "A" lunch which will also give you one-third of the calories required in your daily diet.

9. Plan a picnic supper for the members of your own family. Suggest the menu and tell how each article of food should be prepared and how it should be packed in the basket. List dishes, silver, etc., needed for the picnic.

A Lunch Score Card

The way to secure good nutrition is to eat the essentials first and then to add calories in the form of foods rich in starch, fats, and sugars in order to satisfy the appetite and to maintain normal weight.

The purpose of any food score card is to center attention on the minimum essentials and the too often neglected foods. The score card on the next page, with slight variations, has been used by Miss Mary Russell, of Oklahoma City, since 1924. It has been used successfully not only in her food classes, but for all boys and girls in a large junior high school. It is practical, usable, and interesting.

The standard set for the school lunch included four requirements: a milk drink or two milk dishes, a fruit, a green or bulky vegetable, and at least one hot dish. Lunches were graded "A," "B," "C," "D," and "F," respectively, in accordance with the system used in grading in this school. Lunches meeting all four requirements were graded "A"; those meeting three requirements, "B"; two, "C"; one, "D." Failure to meet any of the requirements was graded "F." Extras were allowed after these essentials were chosen.

The score card was explained as follows:

Extras were to supply additional energy to those who needed more food because they were older, more active, or were trying to gain weight. Inexpensive starchy foods such as potatoes, spaghetti, bread dressing, bread, and crackers were always permitted as additions. Sweet foods, allowed as extras, were cookies or light desserts and jams or jellies. Butter and whipped cream were deemed suitable fats, and bacon might be selected for increasing the number of calories required in individual cases.

A protein dish was allowed if one had not been eaten at breakfast. Protein dishes regarded as suitable were creamed or deviled eggs, macaroni and cheese, lima beans or baked beans, and salmon salad. Meat once a day was held sufficient, and therefore not advisable at lunch.

Foods classified as milk dishes were creamed soups, creamed vegetables, macaroni and cheese, cottage cheese, ice cream, and puddings.

Tomatoes were classified as a fruit and an excellent one.

Food Selection Score Card for the Day's Diet

Based on first essentials in selecting the day's diet.

An average serving for adults and older children is one-half standard measuring cup, or approximately eight level tablespoons. Servings for children under ten years may be smaller.

| | Standard Score | M | T | W | T | F | S | S |
|---|-------------------|---|---|---|---|---|---|---|
| 1. MILK 1 qt. for children 1 pt. for adults | 20 | | | | | | | |
| 2. FRUIT, 2 or more serv- ings 15 For raw fruit or canned tomato (points extra) 5 | 20 | | | | | | | |
| 3. VEGETABLES Potatoes 5 One other 5 One raw, leafy, or greens 10 | 20 | | | | | | | |
| 4. PROTEIN (Meat, liver, poul- try, fish, game, cheese, egg, legumes, nuts) 2 servings (egg or liver should appear daily) | 15 | | | | | | | |
| 5. CEREALS (Bread or break- fast food) (At least one serving from whole grain) | 10 | | | | | | | |
| 6. WATER (Or other liquid) 6 glasses | 15 | | | | | | | |
| Total Score | 100 | | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| DEDUCTIONS OR PENALTIES: Deduct five points each for: (1) Drinking tea or coffee, instead of milk (2) Highly seasoned or greasy foods (3) Two desserts or three starchy foods (4) For eating between meals, other than fruits, bread and butter sandwiches or graham crackers | | | | | | | |
| Total Deductions | | | | | | | |
| FINAL SCORE | | | | | | | |

CHAPTER IV

BUDGETS AND FOOD SELECTION

Your Food and the Family Budget. Doubtless a fixed amount of money is set aside each year from the family income for your clothes, and you are charged with a very definite responsibility in buying your clothes and caring for them. What about the food you eat? Are the food needs of each individual member of the family taken into consideration in buying food? Of course they are, but the problem of the individual is not the same as with clothes. It is more or less a common problem.

Perhaps you share in the responsibility of planning and preparing meals, setting the table, waiting on the table, and buying the food. Or you may help in caring for the food when it comes from the market. Do you accept any responsibility in helping to save food? List ways in which food is commonly wasted.

If you buy your lunch at school, knowing your own food needs will help in choosing your lunch. Think about the cost of your daily lunch. For this cost are you getting enough of the right kinds of food? Remember that your lunch should include about one-fourth of the total calories required each day. Do you choose your lunch in relation to the other meals of the day? In other words, does the food which you choose for lunch, added to your breakfast and dinner, meet all of your body needs?

The Family Food Budget. The amount of money spent for food each month by any family varies with the income, with the location, the season and the amount of home production, the size of the family, the food preferences, and the ages and activities of the members of the family. Any

discussion of the subject of food budgets, then, must necessarily be general, but every food budget should be built on two fundamental considerations, *first*, the amount of money that can and should be spent, and *second*, spending this money allowance to provide, as best possible, for the actual food needs of the family. From one-fourth to one-half of the income of many families must be spent for food. The smaller the income the larger the percentage required for food.

In a survey made by the Savings Division of the United States Treasury Department it developed that families on a yearly income ranging from twelve to eighteen hundred dollars spent thirty-five cents a day for each person in a family of five and fifty cents each for a family of two, while those on incomes from twenty-four hundred to three thousand spent approximately forty cents a day for each person in a family of five, and sixty-five cents each in a family of two. While these estimates are very general, they will doubtless be helpful in making a family food budget. The following budget charts express these facts a bit more definitely.

Family Food Budgets Based on Estimates Made Up by Experts

| SALARY | SIZE OF FAMILY | AMOUNT PER DAY | TOTAL PER MONTH |
|--------------------------------|-------------------|-------------------|--------------------|
| From \$1200.00 to \$1800.00 | 5 | 35c each | \$52.50 |
| From \$1200.00 to \$1800.00 | 2 | 50c each | \$30.00 |
| From \$2400.00 to \$3000.00 | 5 | 50c each | \$60.00 |
| From \$2400.00 to \$3000.00 | 2 | 65c each | \$39.00 |

Budgeting the Food Budget. How shall we budget the dollars and cents which are set aside for food? How much shall we spend for milk, for eggs and other complete protein, for vegetables and fruits, for cereals and cereal products, for sugar, fat, etc.?

According to Dr. Sherman, of Columbia University, each dollar for raw food material should be divided somewhat as follows:

1/5, or more, for vegetables and fruits.

1/5, or more, for milk and cheese.

1/5, or less, for eggs, meat, and fish.

1/5, or more, for bread, cereals.

1/5, or less, for fats, sugars, other groceries and food adjuncts.

Two other rules are suggested also:

1. At least as much should be spent for milk, including cheese, as for meats, poultry, and fish.

2. At least as much should be spent for fruits and vegetables as for meats, poultry, and fish.

These rules make milk, vegetables, and fruit more prominent in the diet than meat. When one-fifth of all the money spent for food is used to buy cereals, bread, and other foods rich in starch, it results in a more economical diet than that of the average American. When more milk, more eggs, more vegetables, and fruits are used it will necessitate an increase in the amount now produced and marketed. But the production of these food-stuffs will doubtless increase to meet new demands.

Factors Influencing the Cost of Food. The expensiveness of a food item does not necessarily have anything to do with its nutritive value. In fact, some of the most nutritious foods are the cheapest. Potatoes are usually cheap and easily produced. All cereals are comparatively cheap. Fish are especially cheap in their home localities. Fish feed themselves. Except when scarcity increases the

price of eggs, they should be cheaper than beef, because it costs less to feed poultry than cattle. The high-priced feed required for dairy cows and the care that must be given milk to keep it clean increase the cost of milk. When food is transported from one part of the country to another, someone must pay for the cost of transportation. Then, when perishable food is transported long distances, some of it may spoil. Someone necessarily pays for all this loss. And the conditions under which food is sold is another important factor influencing its cost. Fancy packages, tin cans, and boxes cost money. Delivery service costs money, and for this reason the cash and carry stores usually sell food cheaper than the stores which provide for daily deliveries. Service of any kind costs money. A store that gives little service can sell for less money.

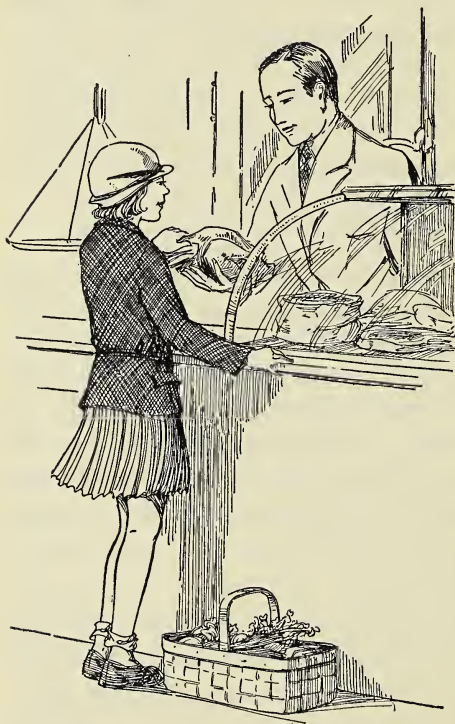
The most expensive foods are not necessarily the most wholesome. Knowing the food needs of the body will often enable the family to meet these needs with the less expensive foods. Knowing the composition of food is essential to intelligent buying, for food is valuable only for what it does to aid the body. In buying food, however, we pay not only for its actual food value, but in addition pay for having the food produced and brought to us. Guarding against paying excessive handling and growing costs is the height of intelligent action.

Rich pastry, expensive meats, salad dressings, and fruits and vegetables out of season, are examples of the most expensive foods. Notice that the expense of these foods is not due to their food value so much as to the conditions under which they are brought to us, including their scarcity. We should remember that the secret of intelligent buying is knowing the composition of foods, knowing the food needs of the body, and buying food to meet these needs.

What Is Your Part? Do you help in selecting food for your home? Do you ever go to market? Going to the store for mother is a thing that most boys and girls can do to help with the family food problem. These are some of the things that you need to know in order to buy food intelligently: To know when a store is clean, to know when fruit and vegetables are fresh and when they are second-

class, to tell by looking over the store whether it would rate as first or second-class in so far as sanitation is concerned.

There is much to learn about marketing, and much of this knowledge must necessarily come by actual experience in buying and preparing food. However, since most boys and girls help with the home marketing, the majority have an opportunity to form, by personal experience, definite standards as to the quality of products which they buy.



Learn to Plan the Meals and Market for the Family.

But, after all, this whole food problem is largely a question of knowing how to select and buy food. The housekeeper or mother, in selecting food for her table, creates the standard for her meals by the quality of food which

she buys at the market. Boys and girls not only help their mothers in buying food for the home, but they often select food in the school cafeteria. Likewise they select food at their own home tables after it has been prepared. They may even help in planning meals, which also is a problem in food selection.

About the Grocery Store. Where do you buy food for your family? Cleanliness is just as essential here as in your own home. The store that has good standards in cleanliness and sanitation has everything in its favor. Clerks should be clean and free from disease. A suitable place should be provided to wash their hands. Food should be protected in every way from dust and dirt, rats, mice, and insects. The building should be screened to keep out flies. Basements, store rooms, and refrigerator should be kept clean and orderly. Notice how various types of food are kept. For example, unwrapped food should be protected in dust-proof cases. Perishable foods should be kept at a low temperature. A spray of water over vegetables keeps them fresh and clean. Milk and butter should be kept in a refrigerator. Cereals and other dry products, when not in packages, should be kept in containers which are easy to clean and also insect and dust-proof. Canned, bottled, and package goods should be kept on clean shelves. Poultry, fish, and meat should be kept in a clean, cold place. Live poultry should be kept in a separate room. Do you enjoy seeing food of any kind on the floor or in bottles or containers which sit directly on the floor? Is the neighborhood store a convenience? Do people sometimes abuse the neighborhood stores by poor planning, such as calling for small deliveries and making other unreasonable demands upon them?

Courteous manners should be observed by all shoppers. Taking turns is as essential in a cash and carry store as it

is in a cafeteria line. Cleanliness, courteous treatment by clerks, convenience, and good food standards are among the important things to consider in selecting a grocery store.

Cash and Carry Versus Delivery Stores. There are advantages for the cash and carry groceries and the grocery which delivers. It is always well to remember that it costs money to deliver goods and to wait on customers, as well as to wait on money. Hence these services must be added to the cost of the foods. Delivery is a great convenience to busy mothers, and to many this convenience is worth the added cost. Cash and carry stores usually belong to large organizations. Their supplies are usually bought in large quantities, hence at low prices. They do not have the expense of delivery, of keeping books for charge accounts, and of sales people. It takes more time, however, to shop in cash and carry stores. What are the advantages of having a charge account? Of having groceries delivered? What are the advantages of the cash and carry store? Of paying cash and seeing what you get? Often the difference in the grocery bill between the cash and carry store and delivery amounts to ten or fifteen per cent.

About Ordering Groceries. Marketing may be done in person or by telephone. Which way do you prefer? What are the advantages and disadvantages of each? While the practice of ordering by telephone has been condemned by some, it has been found very convenient to others. It is usually condemned by people who do not do their own buying. Busy housewives know that shopping by telephone is often necessary. Reliable stores soon learn the busy customers' needs and preferences, and the results of ordering by telephone are very satisfactory. Knowing a reliable grocer and knowing something of the conditions in his store are necessary, however. It is also

necessary that he should realize that the one who does the ordering knows what is wanted, and will accept only the best products. If it happens that such products are not on hand, he should confer with someone in the home before sending out second-grade products. While the good shopper does not necessarily go to the store every day, she does go occasionally to be able to order food intelligently. Going to the store occasionally enables one to observe the general sanitary conditions, meet the sales people, and let them know what food she selects personally. In other words, she finds out their standards and they find out hers. By going to the store, one keeps in touch with what foods are in season, and this makes possible more variety in the diet.

The Grocery List. How do you know what groceries you will buy? Does your mother give you a list of groceries to be purchased? How does she know what she needs? In your home you doubtless buy perishable foods every day. Such foods include milk, meat, fresh vegetables, and fruits. Again, you doubtless buy some groceries by the week, and this list will include such foods as potatoes, eggs, butter, and cheese. Staple groceries are those which may be kept on hand for a much longer period of time, and include canned goods, sugar, flour and meal, rice, cereals, tea, coffee, cocoa, spices, salt, baking powder, soda, vinegar, cooking fat, dried beans, and peas. Other things which do not spoil by storing in the home—laundry, cleaning supplies, and toilet soap—are usually included under staple products.

Some people keep a pad and pencil in the kitchen to write down these needs as they occur. This systematic plan of keeping an account of foods is a saving not only to the family which does the buying, but to the store, for ordering several times a day means several deliveries, and one delivery in a day should be enough. Purchases should

be made by weight, number, size, or measure. Asking for ten cents' worth, or a quarter's worth, should be avoided. Staples can be bought in quantities where storage is available. Canned goods can be bought by the dozen, or, better, by the case, sugar in hundred-pound sacks, and vinegar by the gallon. Large packages are more desirable than the small ones, except in such foods as will spoil or be wasted. Check your purchases each time by weighing if necessary. Some people find it advantageous to weigh many things, but because it takes time, other people prefer to weigh things only occasionally. Continual study of brands, grades, and sizes will enable one to get values for the prices paid. Asking a reliable grocer or market salesman is a good way to learn about the different brands and grades of various products.

Buying Fruits and Vegetables. Do you know how to judge fruits and vegetables? Fresh, young vegetables are richer in Vitamin C, and have a better flavor than the older vegetables. Old vegetables are tough and wilted. Specks on vegetables indicate inferior grade. Do not handle tomatoes, peaches, or other perishable foods, because they are easily bruised, and bruised fruit and vegetables soon spoil.

Some vegetables, such as potatoes and onions, keep well when stored in a cool, dark place. Apples and pears are among the fruits that can be stored in the home cellar. Stored vegetables and fruits should be sorted occasionally, as the bad ones will spoil the good ones. Buying over-ripe berries, tomatoes, and the like, is poor economy. In general, choose vegetables and fruits that are kept in a sanitary place and handled under the best conditions.

Spinach, lettuce, and all fresh, green, leafy vegetables should have a fresh, crisp look. Celery should be fresh and tender. The green leaves are richer in vitamins than the lighter inside leaves. Head lettuce and cabbage

should feel solid. The pods of beans and peas break with a snap when they are fresh. When they are old, they are tough and stringy. It is better to buy tomatoes a little under-ripe than a little over-ripe, as they will have better keeping qualities. Carrots, beets, potatoes, and all root vegetables should have a smooth appearance. Fresh fruit should have a clean, crisp look. Bruises and spots cause fruits to spoil quickly. Good oranges and grapefruit feel heavy in the hand. Ripe bananas may be dark-skinned, but the contents should be light and mellow.

Reliable grocerymen will replace fruits as well as other products which cannot be used. Fresh fruits and vegetables should not be kept long in the home, especially when not in the refrigerator. Fresh fruits and vegetables are among the things that should be purchased daily. One of the joys of marketing is in being able to select crisp vegetables and fresh fruits which can be eaten raw or grated and used in salads.

How to Buy Canned Fruits and Vegetables. There are several grades of canned fruits and vegetables. Some grades are packed solid, while others contain much liquid. Buying canned goods that contain much liquid means that you are buying water. Make a study of reliable brands, for it will be well worth your time. With a very small family of two or three, a small-sized can may be used, while the larger cans are more economical for the larger family. Canned goods should be used only when the same kind of fruits and vegetables are out of season. Buy vegetables and fruits in season. Fruits and vegetables in season are usually much less expensive. Cheap brands of canned goods are poor economy. Cheap brands are often made up of what might be called "left-overs" from the better quality products. Quite frequently cheap canned goods have an excess of liquid. A good quality of canned goods is packed solidly, and one soon learns to judge the

quality by simply lifting the can. Experience, however, is the best means of judging here, as elsewhere.

In buying canned goods, remember that cans are standardized, numbers usually running one-half, one, two, and two and one-half. The No. 2 size contains servings for four persons, while the No. 2 $\frac{1}{2}$ will serve six or more. Is it economical to buy a No. 2 $\frac{1}{2}$ can for three or four persons? Why do some people object to having the same food served for two meals? The modern electric refrigerators make it possible to keep such food until welcome at the family table. In comparing the price of canned goods, compare the size of the cans, and remember that grades even of the same cans differ as to price. Canned goods are usually graded as fancy, extra standard, and standard. These grades have nothing to do with food value, but are determined by the size of the material canned. The better grades usually mean small vegetables and large fruits.

Do You Use Dried Fruits? Dried fruits include figs, dates, raisins, peaches, and apricots. Dried fruits are most economical when purchased in bulk. Do not use dried fruits and vegetables unless they are fresh and free from insects and dust. Dried fruits, vegetables, and nuts should be bought in small quantities. Do not try to keep them from season to season. Most dried food is bought by the pound. Dried fruits have wrinkled skins because they have lost practically all their water during the drying process. While dried fruits and vegetables lose water, they do not lose sugar, minerals, or cellulose. Some vitamins, especially Vitamin C, are believed to be lost in drying. Fresh fruit is about two-thirds water, for a pound of fresh fruit, when dried, weighs only one-third its original weight. Dried fruits are a cheaper source of sugar, minerals, and cellulose than fresh fruits, but they contain less Vitamin C. Dried prunes are most economical when of average size, about sixty prunes in a pound. While apri-

cots are more expensive than most dried fruits, they are cheaper than canned apricots. Dried peaches are less expensive than canned peaches. Dates, figs, and raisins sold in bulk are cheaper than when sold in packages.

On Buying Meats. Do you ever buy meat for your family? Many people would frown on the idea of boys and girls being sent to market to buy meat, and yet this very thing happens so frequently that a few suggestions as to meat standards will not be out of place here. Meat markets and all stores handling meat should be immaculately clean. Meat absorbs odor and spoils very quickly. Doubtless your meat buying will be done only at stores with high standards, and well known to your family. If the sales people know that the standards of your family are good, your problem is half solved.

Cleanliness and freshness are the first essentials. A knowledge of the cuts of meat is possessed by very few housewives, but it is an interesting study, for it is the cut that determines very largely the quality of meat. Tender and tough cuts of meat are terms familiar to all of us. Tender cuts of meat are from parts of the animal little used, while tough cuts of meat are from muscles much used. Age also is an important factor in the tenderness and toughness of meat. Young chickens are more tender than old ones, and the meat from young animals is much more tender than from older ones.

Fresh meat looks moist and bright in color, while the older meat has a dry, dull appearance. The most tender meat is firm in texture, with little connective tissues, and is comparatively rich in fat. Tough cuts of meat are rather coarse grained, with much connective tissue and comparatively little fat. Tough cuts are more economical and can be made very nourishing and appetizing if cooked properly. Fireless cookers, steam pressure cookers, and

the so-called waterless cookers furnish the best means of cooking tough cuts of meat. This connective tissue must be softened in order to make the meat tender, and to do this requires long, slow cooking, as in the fireless cooker, or a very high temperature, as in the pressure cooker.

No home should attempt to keep meat any length of time without a refrigerator. Remember that all protein foods spoil quickly. Federal laws regulating the conditions under which meat is produced and prepared for the market are very rigid. These laws require that animals be inspected both before and after they are killed, to make sure that they are in a healthy condition. If possible, arrange to visit a meat market. Make a list of common cuts of meat and ask your grocer to tell you how they compare in cost. Learning to recognize the various cuts of meat is an interesting study.

Buying Milk and Other Dairy Products. All dairy products are rightly listed under perishable foods. Cheese has the best keeping qualities. The production of dairy products is rather expensive. Milk must be clean and free from all harmful bacteria. While milk is expensive as far as dollars and cents are concerned, it is so essential for health and growth that it should take first place in the diet. Whole milk is milk in its natural state. Skim milk has lost most of the cream or butter fat. Buttermilk is the milk left after the fat is removed in the form of butter. Cottage cheese is made from the protein in milk. There are many kinds of cheese and various types of "buttermilk" now on the market which are made by the action of bacteria in milk.

Certified milk is milk with a guarantee that it has been obtained from healthy cows under sanitary conditions. Pasteurized milk has been heated to a temperature of about 145° Fahrenheit and kept at that temperature for

thirty minutes and then quickly cooled. Pasteurization destroys the disease-producing bacteria in milk.

Because milk is so rich in food values, unusual care must be taken to keep it clean. Bacteria grow very rapidly in milk. This explains why milk and butter, as well as meat, should be kept in the coldest part of the refrigerator.

Buying Eggs. An egg a day is strongly recommended by dietitians. Will this mean the production of more eggs? Eggs are among our most valuable protein foods, and in addition they furnish iron and phosphorus in a very usable form, as well as other minerals and vitamins. Because eggs are so rich in Vitamins A and D, the egg yolk is being given to small babies in order to prevent rickets.

Fresh eggs are always in demand. The shell of an egg is porous, allowing bacteria to enter and spoil the egg. Eggs should be kept in a dry, cold place from the time they are gathered until they are used for food. Eggs should not be washed until just before using, as washing removes the natural coating and makes them more porous.

The shells of old eggs are smooth and shiny, and the eggs feel light in the hand. Fresh eggs are rough and dull in appearance and feel comparatively heavy in the hand. When a stale egg is broken, the white is watery and the yolk breaks or flattens out. In fresh eggs, the yolks are round like a ball and the white parts hold their forms when the shells are broken.

Cold storage provides the best method of keeping eggs, because in cold air destructive bacteria grow and develop slowly. Only strictly fresh eggs should be stored. One way of preserving eggs is with a thick liquid called water glass. This mixture is made by a combination of one part of water glass to nine parts of water. Water glass can be bought at the drug store. The water should be boiled to

kill bacteria. Eggs can be kept fresh for a few days in a refrigerator. Coating the eggshell with melted paraffin or vaseline also adds to its keeping qualities.

Did you ever hear of candling eggs? Candling is a process of judging the freshness of an egg. Write to the United States Department of Agriculture for Bulletin No. 565 on *How to Candle Eggs*.

Buying Cereals and Bakery Products. How do you buy your cereals? In bulk or in packages? Does your groceryman keep cereals in mice-proof containers? While cereals in bulk are cheaper than in packages, one does not feel that they are quite as clean. Insects spoil cereals very quickly, especially in summer. It is really more satisfactory to buy ready cooked cereals in packages and to buy all cereals in small quantities. This is especially true of whole grain cereals, because whole grain products spoil more quickly than the more refined products.

Ready-to-eat cereals cost more but require little work at home. Cereals in bulk cost less than in packages, but are not as clean, although they are sterilized in cooking. Uncooked and partially cooked cereals cost less and are considered better for young children. One of the best ways to start the day right is to eat a well-cooked whole grain cereal for breakfast.

What Bakery Products Do You Use? Ready cooked bakery products should not be used except when they give every evidence of cleanliness and freshness. The best bakeries wrap their bread, as this is the only way to keep it absolutely clean. Crackers and cookies can be bought either in packages or in bulk. In bulk, they are less expensive, but in packages they are cleaner. Ready cooked

foods of any kind cost more than uncooked foods, because we are paying, not only for the food itself, but also for its preparation. An interesting problem for your class is the comparative cost of ready cooked cereals with uncooked, and the relative cost of ready cooked bakery products with home products.

Cereals and cereal products are easily digested and the cheapest source of energy. Cereals of various kinds grow in practically every part of the world. Wheat, corn, oats, and rice are the most commonly used cereals. Buckwheat, barley, rye, millet, and kaffir corn are other grains which add variety to the diet.

What kinds of bread are used in your home? Do you use whole wheat and rye bread, as well as white bread? Do you use all kinds of whole grain cereals, such as oatmeal, whole wheat biscuits, and cracked wheat? What are the advantages and disadvantages of eating whole wheat bread and white bread? Whole grain and refined cereals? Whole wheat products contain the bran, with its cellulose and mineral salts, which makes them more laxative than white bread. A diet low in fresh fruits, vegetables, and dairy products should by all means include whole grain products because of their phosphorus, iron, Vitamin B and laxative properties. Every one should learn to eat whole grain products. They offer a pleasing variety to the diet, and are especially valuable for growing children. Some authorities insist that half our cereal products should be whole grain. Others tell us that when milk and its products, fresh fruits, and vegetables are plentiful, one whole grain product either as cereal or bread is adequate. Another important thing to remember is that, as the amount of cereal increases, as when rigid economy is nec-

essary, the amount of whole grain products should increase. This is because fresh fruits and vegetables are more expensive than cereals, partly because they are more perishable, and we ordinarily depend on fruit and vegetables for a large portion of our vitamins, minerals, and bulk.

Do you know how to judge bread? What are the most important qualities of bread? Flavor, texture, thorough baking, purity, and keeping qualities are among the most important characteristics of good bread. Is bread made in your home? What are the advantages and disadvantages of home-made and bakery bread?

Except for occasional hot rolls and quick breads of all kinds, which offer variety in the diet, little bread is now baked in the home. The problem now is to learn to recognize good bakery bread. The ingredients used in bakery bread should be considered. For example, milk adds to its food value. The sanitary condition under which bread is baked is important. In the past home-made bread was considered more pleasing in flavor, more thoroughly baked, and of a better texture. Now our up-to-date bakeries are baking bread that meets all of these requirements, thus relieving the home of this work and responsibility.

Scoring Market Products. Score cards are useful in setting up standards for market products. Make a list of the important points to be considered in judging fresh fruits and vegetables, in buying canned goods, in buying meats, in buying cereals, and bakery products.

The following sample score card is given here for your convenience:

Grocery Store Score Card

| | | |
|--|---|-----|
| 1. GENERAL APPEARANCE: | | |
| Arrangement of displays | 5 | 25 |
| Light | 5 | |
| Ventilation | 5 | |
| Finish of floors and walls | 5 | |
| Arrangement of furniture | 5 | |
| 2. SANITARY CONDITIONS: | | |
| Health and cleanliness of clerks | 5 | 25 |
| Care of meat and meat choppers | 5 | |
| Handling of milk products | 5 | |
| Odor of store | 5 | |
| Proper sweeping, dusting, and general cleanliness | 5 | |
| 3. TYPE OF GOODS HANDLED: | | |
| Variety | 5 | 10 |
| Quality | 5 | |
| 4. STORAGE AND CARE OF FOOD: | | |
| Provision for refrigeration | 5 | 10 |
| Protection from mice, insects, etc. | 5 | |
| 5. SERVICE: | | |
| Delivery | 5 | 20 |
| Convenient arrangement for buyers | 5 | |
| Attention to customers | 5 | |
| Courtesy | 5 | |
| 6. MERCHANT: | | |
| Reliability | 5 | 10 |
| Personality | 5 | |
| Total Score | | 100 |

Things to Remember

The amount of money spent for food varies with the family income, the number of persons in the family, the location in which the family lives, the season of the year, the amount of home production, the preferences and dislikes, ages, and activities

of the members of the family. Every food budget should be built on these two fundamental considerations, first, the amount of money that can and should be spent, and second, on spending this money allowance to provide, as best possible, for the actual food needs of the family. From one-fourth to one-half of the income of many families must be spent for food. The smaller the income, the larger the percentage required for food.

Each dollar spent should be divided somewhat as follows:

1/5, or more, for vegetables and fruits.

1/5, or more, for milk and cheese.

1/5, or less, for eggs, meat and fish.

1/5, or more, for bread cereals.

1/5, or less, for fats, sugars, other groceries and food adjuncts.

The most expensive foods are not necessarily the most wholesome. Knowing the food needs of the body often enables the family to meet these needs with the less expensive foods. Knowing the composition of food is essential to intelligent buying, for food is valuable for what it does for the body. The cost of food is enhanced by what we must pay for having the food produced and brought to us.

Things to Do

1. Reread the chapter on Budgets and Food Selection, and list questions for discussion by the class.

2. Plan a market basket filled with foodstuffs purchased according to Dr. Sherman's distribution of the dollar.

3. Fill another market basket with a dollar economically spent; and yet furnish a diet rich in vitamins and minerals.

4. If possible, let the class work with the Red Cross or other charity organization in planning a food budget for a needy family.

5. Discuss the advantages and disadvantages of cash and carry stores, of a large store versus a small store, and of marketing by telephone and in person.

6. Read some of the following references, and make definite suggestions to be used by the class when helping with the family marketing:

Farmers' Bulletins, United States Department of Agriculture, Washington, D. C.:

No. 1374, Care of the Food in the Home

No. 1236, Corn and Its Uses as Food

No. 1553, Planning and Recording Family Expenditures

No. 1195, Rice as a Food

No. 1359, Milk and Its Use in the Home

No. 653, Honey and Its Uses in the Home

No. 717, Food for Young Children

No. 1313, Good Proportions in the Diet

Bulletins of Metropolitan Life Insurance Company, New York:

The Family Food Supply

All About Milk

Getting Rid of Rats

Flies or Babies, Which?

PART II. WHEN WE COOK

Do You Know How to Cook? What a joy it is to be able to entertain our friends with delicious and appetizing dishes! Cookery is the wonderful art that makes this pleasure possible. But to serve these dishes attractively requires that someone possessing the greatest intelligence, tact, and artistic skill must supervise their planning and preparation. Do you help to prepare the foods when you have a dinner party for your friends? Do you know how to set the table and serve food to your guests? Surely you are not leaving these matters of taste and refinement to a servant, or depending wholly on your mother.

Where civilization is oldest and most advanced in culture, we find the greatest recognition of the ability to plan, prepare, and serve delicious foods. In some of the Euro-

pean cities it is no unusual thing for the leading chefs to receive the same homage as that paid to painters, sculptors, writers, scientists, and other professional groups.

How many good cooks do you know? Why do you think they are good cooks? Experience indicates that there are two classes of good cooks: first, those who by much experience and many mistakes have learned the secret of success, and second, those who get good results in cooking by carefully following directions as they are given in a standard cook book.

A Few Recommended Books. In every home there should be at least one good cook book, for cook books in the home as well as in the school laboratory are real conveniences and labor-saving devices.

Cook Books:

Everybody's Cook Book; Lord. Henry Holt & Co.

Practical Cookery; Department of Foods, Kansas State Agricultural College, Manhattan.

Boston Cooking School Cook Book; Farmer. Little, Brown & Co.

Simplified Cooking; Peters. American School of Home Economics, Chicago, Illinois.

Delineator Cook Book; Rose and Van Rensselaer. Butterick Publishing Company.

Health Recipes; Keenan. National Dairy Council.

Meal Planning, Table Service, and Table Etiquette:

Meal Planning and Table Service; Bailey. Manual Arts Press.

Table Service and Decoration; Gunn. Lippincott.

Handbook for Menu Planning; Gatchell and Helbing. Smith, Hammond & Co., Atlanta.

Menus for Every Occasion; Tipton. Stokes.

What Shall We Have to Eat? Burdick. University Society, New York.

Etiquette, Jr.; Clark and Quigley. Doubleday, Page & Co.

PROJECT I. GETTING READY TO COOK

In the School Laboratory. What are some of the things you need to know in order to prepare food in the school laboratory? How should you dress when preparing food? How will you become acquainted with the kitchen equipment and food supplies? With what are you expected to provide yourself? What will be the rules for caring for laboratory equipment and supplies? What will be the general directions for working in the laboratory?

These questions suggest some of the things you will need to know when getting ready to cook. Directions for work and study will vary somewhat with each school and with each teacher, but your teacher will doubtless assign you to a certain task, give you a partner, and show you how to check the equipment. Rules regarding the division of work between partners and the care of supplies and equipment will be explained. You will be told what books, bulletins, or references are for your use. You may be asked to start a card file for recipes or to start a scrapbook. The requirements as to notebooks, textbooks, and appropriate dress for the laboratory will be discussed. You will be expected to observe the general equipment in the laboratory, pantry, and dining room, as well as the equipment in the desk assigned you, and then name all the utensils, and arrange them conveniently.

The class may be asked to formulate a set of rules or regulations to be observed in the school laboratory. Another set of rules might be made to be used at home when helping with the Saturday morning cleaning.

Personal Appearance. Wash dresses, smocks, or aprons should be worn while you are working in the kitchen. An apron with two large pockets provides a place for a hot pan holder, notebook, and a handkerchief. Have an individual hand towel fastened to the apron. Wash your hands and clean your nails before preparing food. The hair should be combed neatly and fastened securely so it will not fall in the face. Caps or bands may be used, but are not always required. Personal cleanliness should be the watchword while preparing food.

Housekeeping Duties. There are certain housekeeping duties which are necessary in both the school and the home kitchen. For example, dishes must be washed, towels rinsed, and stoves and floors kept clean. The ice box, shelves, and cupboard must be kept clean and in order, and supplies must be cared for when they are delivered. In many school laboratories, definite housekeeping duties are assigned to two girls each week. To learn the laboratory equipment and to understand housekeeping duties are among the first things which will be required of the members of the class. Paying close attention when directions are given the first time will surely result in saving time and much inconvenience. Housekeeping duties may include some of the following: bringing supplies to the table; passing dishes or supplies when needed; keeping the ice box, pantry, and shelves clean and in order; cleaning sinks, stoves, and floor; being responsible for reporting on the grocery list and towel supply; putting supplies away at close of lesson; and seeing that the kitchen is left in order.

How to Use Recipes. In all cooking the best results are secured when directions are carefully followed. Never start to follow the directions in a recipe until you have read them over carefully and have all the steps clearly in mind. Assemble all the ingredients and utensils, and have the oven regulated and ready for use. Estimate the amount of time required and arrange to have the dish ready at the given time. Remember that when tested recipes fail it is usually the fault of the cook or of the stove.

Abbreviations of Weights and Measurements. Following is a list of abbreviations of the weights and measurements commonly used in recipes. As you learn others, add them to this list, and keep them in your notebook. Remember that in measuring all materials should be leveled off with a knife. Flour, meal, and fine sugar are measured after sifting and piled into the measure lightly.



"Ready for Work."

ABBREVIATIONS

c. = cup
 t. = teaspoon
 T. = tablespoon
 f.g. = few grains
 pt. = pint
 qt. = quart
 gal. = gallon
 oz. = ounce
 lb. = pound
 min. = minute
 hr. = hour
 B.P. = Baking Powder

EQUIVALENTS

3 t. = 1 T.
 16 T. = 1 c.
 2 c. = 1 pt.
 16 oz. = 1 pound
 2 c. sugar = 1 lb.
 4 c. flour = 1 lb.
 2 c. butter = 1 lb.
 9 eggs (approx.) = 1 lb.
 4 medium apples = 1 lb.
 3 bananas (approx.) = 1 lb.
 4 medium potatoes or to-
 matoes = 1 lb.

Practice measuring the following:

$\frac{1}{2}$ c. sugar; $\frac{1}{4}$ c. butter; $1\frac{1}{2}$ c. flour; $\frac{3}{4}$ c. milk; 1 t. butter;
 1 T. flour; $\frac{1}{8}$ t. salt; $\frac{1}{2}$ t. B.P.; $\frac{1}{4}$ T. baking soda.

Find out the number of tablespoons in $\frac{1}{2}$ c. milk; the number of teaspoons in $\frac{1}{4}$ c. flour.

Making Cocoa Paste. The cocoa paste recipe, which is given below, is an example of the use of the abbreviations of weights and measurements which we have just been discussing:

COCOA PASTE

| | |
|-----------------------------|-----------------------|
| $\frac{3}{4}$ c. cocoa | $\frac{1}{2}$ t. salt |
| 1 c. sugar | 1 c. water |
| $\frac{1}{2}$ T. cornstarch | |

Mix dry ingredients, and add boiling water. Cook directly over fire, stirring until thick. Steam over hot water one-half hour or longer.

Add 1 T. more or less to each cup of milk. Heat quickly and serve, or serve iced.

Because cocoa paste can be made in advance, it is a convenient way to make cocoa hot or iced, especially for afternoon teas or parties.

Why Do We Cook Food? The application of heat to food is called cooking. We cook our food to improve its appearance and flavor, to kill micro-organisms, and to make it digestible.

Success in cooking depends largely upon the quality of the food material, upon accurate measurements, and upon carefully followed directions in combining ingredients called for in each

recipe. We blend these ingredients by stirring, beating, whipping, folding in, or cutting. In *stirring*, we simply mix the ingredients thoroughly. In *beating or whipping*, we want to incorporate the air. The secret here is to lift the bottom of the mixture up each time, incorporating air. *Folding in* is a process used when we literally fold a mixture into beaten eggs, while *cutting* is used in making pastry. In cutting, two knife blades or spatulas are used in opposite directions until the shortening is well mixed into the flour.

How Temperatures Affect Food. Protein foods are hardened or toughened by high temperatures. For this reason we usually cook eggs, which contain albumin (a form of protein) at temperatures below boiling. Meats which contain albumin are seared quickly on the outside to form a coating to retain the juices. When soups or broths are made from meat, the meat may be placed in cold water to dissolve the albumin, and then cooked at a low temperature.

Cooking makes starch more digestible. Dry heat changes starch into dextrin, as in making toast. In cooked cereals, too, some of the starch has been changed to dextrin; hence we say the flavor has been improved. Then, too, the starch grains were softened and broken by high temperature and moisture. In other words, cooking helps in the digestibility of starches.

A high temperature decomposes fat and produces a substance which is irritating to the mucous membrane of the digestive tract. For example, when bacon burns, it irritates the mucous membrane of the eyes and nose. If eaten after burning it does the same to the stomach. This is one reason why we are told to use fried foods very sparingly. Another reason is that it takes fat longer to digest because it must wait to be acted upon by the digestive juices of the intestines. Starch is partly digested in the mouth; hence when starchy foods are coated with fat, as in a fried pastry, mouth digestion is halted, often sufficiently to cause fermentation or the formation of gas.

Because heat destroys some of the vitamins in the cooking processes and causes us to lose valuable minerals and bulk, the amount of raw food being recommended is increasing. We no longer think it necessary to cook foods, especially vegetables, as long as it was formerly believed to be.

When You Use Thermometers. There are two kinds of thermometers, Fahrenheit and Centigrade. The freezing point of

Centigrade is 0, while that of Fahrenheit is 32 degrees above 0. The boiling point of Centigrade is 100 degrees, while that of Fahrenheit is 212 degrees.

To Change Fahrenheit to Centigrade. Subtract 32 degrees from 212 degrees, making the freezing points to correspond, thus 180 degrees F. equal 100 degrees C., or one degree F. equals $100/180$ or $5/9$ degree C. One degree F. is therefore equal to $5/9$ degree C. Example: To change 212° F. to C., $212^{\circ}-32^{\circ}=180^{\circ}$, $180^{\circ}\times 5/9=100^{\circ}$ C.

To Change Centigrade to Fahrenheit. One degree C. is equal to $180/100$ or $9/5$ degree F. Thus a degree C. equals $9/5$ degree F. Example: Change 100° Centigrade to Fahrenheit, $100^{\circ}\times 9/5=180^{\circ}$. 180° plus $32^{\circ}=212^{\circ}$ F.

Methods of Cooking. Foods are usually cooked by dry or direct heat, in water, or in fat.

Broiling or grilling is cooking over live coals or under an electric or gas flame. To develop flavor and retain juice, first sear the outside of meats at a high temperature; then lower the temperature to let the heat penetrate without burning. This method is usually used for tender cuts of meat, such as chops or steaks. Pan broiling is used in cooking food of the same kind in a very hot frying pan or griddle, with only enough fat to avoid sticking.

Baking and roasting are methods of cooking in an oven with heated air. Baking is used mostly for bread, cakes, and pies, and for scalloped and casserole dishes. Roasting originally applied to cooking before an open fire, but now refers mostly to cooking meats in an oven.

Oven temperatures are usually referred to as *slow*, *medium*, *hot*, and *very hot*. An oven with a heat regulator attached is the most practical. A portable oven thermometer may be placed inside of the oven, but this is not very satisfactory unless there is glass in the oven door, making it possible to read the thermometer without opening the door. When the oven door is opened, cooler air enters, thus lowering the temperature. Oven temperatures vary from 250° F. to 555° F. In the absence of an oven thermometer or heat regulator it is well to learn to test the oven by the length of time required to turn flour or a piece of white paper *straw color*, *light brown*, *golden brown*, or *dark brown*. For example, light the oven, let it heat for at least fifteen minutes (unless the fuel is adjusted, the temperature of the oven usually increases), then put about one-half a teaspoonful of flour

in a small pan or a piece of white paper, near the middle of the oven. Close the door for five minutes. Open the door and note the color of the paper or flour. When the color is *straw*, we have a *slow* oven, about 300° F., used for such foods as custards and puddings; when the color is *light brown*, we have a *medium* oven, about 350° F., used for cakes and cookies; when the color is *golden brown*, we have a *hot* oven, about 400° F., used for bread and rolls; and when the color is *dark brown*, we have a *very hot* oven, 500° F., used for pop-overs and pastries.

Boiling, stewing, simmering, steaming, and poaching are methods of cooking with water. Water scalds at 140 to 185° F.; simmers at 185 to 210° F. (at sea level). Water boils when bubbles burst above the surface. Gentle boiling requires less fuel, and should be used for boiling most foods. *Boiling* is a method used for nearly all vegetables and some cereals. *Stewing*, which is much the same as boiling, except that less water is used, occurs at a temperature of about 160° F. Food is usually left uncovered, allowing evaporation to take place, as in cooking dried fruits. Tough cuts of meat are also cooked in this way; however, pressure cookers and the new practically air-tight aluminum cookers are usually preferred for all meat cookery because they retain the flavor of the meat. *Simmering* is used in cooking in water below the boiling point, principally in cooking eggs, broths, and soups. *Steaming* is a method of cooking from the vapor of boiling water. The food may be placed in the steamer in direct contact with the steam, in a double boiler, where the steam surrounds the food, or in an improvised steamer, where the food is set in a pan of water. Cereals, fruits, and all kinds of vegetables are cooked by steam. *Poaching* is a method of cooking eggs in water. The egg may be dropped gently into boiling water. The egg will cool the water and cause the cooking to continue at a temperature below boiling.

Frying and sauteing are methods of cooking in hot fat. *Frying* is cooking by dropping food into deep fat, such as doughnuts, French fried potatoes, fritters, and croquettes. For frying uncooked foods, such as French fried potatoes and doughnuts, the temperature should be about 365° F., or should brown a piece of bread in 60 seconds. For frying oysters and cooked foods, such as croquettes, the temperature should be above 380° F., or should brown a piece of bread in 40 seconds.

Croquettes, oysters, eggplant, and like foods are dipped in egg white before they are dropped into deep fat, because the

albumin in the egg will sear immediately and form a coating which keeps the fat from soaking into the food. *Sauteeing* is a method of cooking in a very small amount of fat, sometimes incorrectly called frying. Example: browned potatoes.

Braising and *fricaseeing* are combination methods of cooking. *Braising* is a method of cooking by using stewing and baking. To develop flavor and retain juices, meat is often seared first. Example: casserole of chicken. *Fricaseeing* is a combination of sauteeing and stewing, as in fricaseed chicken. A combination method of cooking eggs is poaching and frying with a little fat and some liquid. For example, a little butter or bacon fat is placed in a pan or skillet. When the fat is hot, drop the egg gently into the pan. When it begins to cook, add a little milk or water, and cover immediately.

Start a Card Index File. Why not begin a recipe file? Favorite recipes are frequently to be found among our friends and our mother's friends, which have been tested by long experience. Each recipe in a card index file is written on a card which permits the card to be removed when the recipe is to be used. When these cards are filed alphabetically and kept in a small covered box made for that purpose, they are very convenient. Making the file might be used as a class project or for individual projects. A file of choice recipes would make a splendid gift for a bride-to-be or a welcome birthday or Christmas gift for your mother.

Keeping a Scrapbook. Very attractive and useful scrapbooks may be made with clippings of recipes from newspapers, magazines, and advertising material. To feature the scrapbook, special pages for each holiday in the year, including appropriate menus, decorations, and games may be used. Timely subjects, such as recent discoveries in the field of nutrition, make interesting features. Examples in point are the new vitamins and the newer methods of cooking and serving food. Special pages may be set aside for children's games and parties. Perhaps the class will wish to give a prize for the best scrapbook, with a committee composed of teachers acting as judges.

A Sample Laboratory Efficiency Test. The following efficiency test was used in a home economics class in an Oklahoma City junior high school. Why not make one for your class?

Laboratory Efficiency Test

1. With what should you provide yourself?
2. What is your table number?
3. What is your number at the table?
4. What dish cloth and towel do you use?
- Which stove cloth?
5. The odd number gets supplies today. What should she have when she returns to the desk?
6. What should be done with towels when they are brought to the desk? What should be done with the stove cloth?
7. Who places the utility pans?
8. Which pan is used for garbage?
9. Who empties garbage?
10. Do the burners you use turn on from your side of the table?
11. Which burner should you use most?
12. Who gets serving dishes? When?.....
13. What three things should be done before you get dish pans?
14. On which side of the table do you stack used utensils?
15. What should be washed first? Second? Third?
16. When dish pans are not in use, under which side of the desk should they be placed?
17. When should dried dishes be put away?
18. Who should hang the towels?
19. Who is responsible for the outside of the desk?
20. What should each housekeeper do first?
21. Who cleans and cares for the refrigerator?
22. Where should milk, butter, and meat be placed in the ice box?
23. What two kinds of groceries do we have?
24. How many sections are there in the cabinet?
25. Which section contains sugars and starches?
26. Which two sections contain things most needed by housekeepers?

27. Give abbreviations for the following: teaspoon ..., cup ..., tablespoon ..., pint ..., quart ..., few grains

28. Fill out blanks in following: oz. = 1 lb.; t. = 1 T.; T. = 1 c.

29. When are measurements accurate?

30. When is flour ready to be measured?

PROJECT II. IN THE KITCHEN

Keeping the Kitchen Clean. The kitchen should be the cleanest, best equipped, and most convenient room in the house. To conform with this standard, any part of the equipment should be cleaned after using it. Some general cleaning needs to be done every day, while a more thorough cleaning should be done as often as necessary.

Shelves in the *pantry*, *cabinet*, or *cupboard* should be kept neat and in order. Oilcloth, which may be tacked firmly on the edges of the shelves, is durable and easily wiped. Plain white paper



Standard Unit Kitchen Equipment.

may be used, but it should be changed frequently. Similar supplies or dishes should be kept together. Food supplies should be kept in covered jars, properly labeled.

Utensils and *materials* that are grouped near the place where they are to be used save time and energy. For example, pans or kettles which must be filled with water before being carried to the stove belong near the sink. The best location for every piece of equipment can be determined by deciding where the article is to be used most frequently.

The *work table* may be kept clean with a scrubbing brush dipped first in hot water and then in any good scouring soap. Scrub the table thoroughly without using too much water, rinse it well, and wipe it dry with a cloth wrung out in clear water. Keep the edges of the table clean and dry.

Keep the *floor* clean with a good, even broom or long-handled soft brush. Use little or no water on a hardwood floor. There is more to be said in favor of a good quality of linoleum for the kitchen floor than anything else. It is easily cleaned and soft under the feet. Clean under the stove thoroughly, using ammonia or borax to remove grease spots. In using a broom, alternate the sides to make it wear evenly. Clean the brooms and brushes after using them, and make sure to hang them up. Do not allow brooms to rest on bristles. Brooms may be washed in warm suds every week with good results.

Keep the *ice box* perfectly clean, and see that the trap keeps open and works correctly. Use a brush for cleaning out the trap, and scald both the ice box and the trap each week with hot soda or borax water.

Keep a strainer in the *sink* and pour all waste liquids through it. Sinks with open plumbing are best. The trap below the sink should be deep enough to prevent the escape of poisonous gases back through the pipe into the room. Nothing but water should be allowed to go into the sink and drain pipe. Flush the sink frequently with hot suds and boiling water. Kerosene cuts off grease very readily. Rinse the sink well after using it. Avoid the use of scouring soap, because it destroys the luster of the enamel.

The *garbage can* should be kept perfectly fresh. Scald and scrub out the can thoroughly each week. Let it stand in the sun whenever possible. Keep it covered when it contains garbage. By keeping the can lined with paper or a strong paper bag, it

will not become soiled. This device will also aid the collector in emptying the garbage. All water should be drained from the garbage, and it should be wrapped in paper before it is put into the can. Some people prefer to have no garbage pail, but to burn garbage each day.

General Care of Cooking Equipment. The necessary heat for cooking purposes may be produced in various ways. When fuels such as wood, coal, gas, and oil are used, plenty of oxygen is necessary in order to have a good fire. Hence, all air passages in the stove must be kept clean and adjusted, so as to allow ample drafts of air.

In using *wood* or *coal ranges*, empty the fire box and clean the ash pan regularly. Keep the stove clean. A cloth dampened with a little kerosene may be rubbed on the stove when it is cold. When polish is used, apply it sparingly with a brush. Clean the chimney and oven flues frequently to allow free circulation.

When a *gas stove* is used, keep the air holes clean. Remove the large tray under the burners and clean it daily. Rub the stove with a cloth containing a few drops of kerosene to keep it black and free from rust. To light the gas burner, first light the match, next open the cock of the burner, and then apply the match to the burner. When the gas fires back, close the cock and then open it again. This allows the gas to burn out the air. Gas flame should burn blue. When the flame is yellow, the air flow should be adjusted by some one who understands how to do it.

When gas flame is turned too high, the flame has a yellow color. A blue flame is clear. When you are lighting the oven, turn on the pilot and apply the match through the hole made for that purpose in the side of the stove. Then turn on first one gas cock and then the other. The entire coil should burn with a blue flame.

Oil Stoves are a real convenience, especially in localities where gas and electricity are not in use. The oil tank should be refilled practically every day. Never fill an oil tank when the stove is in use. Wicks and cylinders should be cleaned daily. To get good results, keep the oil stove out of drafts from open doors or windows.

With *electric stoves*, the toaster and cooker should be kept clean and dry. When the electric coil is not heating properly, call an electrician. Turn on the electric current before inserting

the end of the cord attached to an electric appliance, and draw out the plug before turning off the switch. Turn on the current and start the switch for the oven just a few minutes before it is to be used.

The *pressure cooker* should be kept in a dry place and should be thoroughly cleaned after being used. Allow it to stand open for a few hours before closing and storing it. Follow the directions that come with each cooker as to its care and use.

The *fireless cooker* should be kept tightly fastened when not in use. Air it occasionally to keep it clean and sweet. Follow the directions relating to care and use which come with commercial fireless cookers. Did you ever hear of a home-made fireless cooker? Write to the United States Department of Agriculture, Washington, D. C., for their free bulletin, No. 771, *Home-Made Fireless Cookers and Their Use*.

Washing Dishes. Do you help wash dishes at home? Since dish washing must be done so frequently in the home, let us try to do it better and more quickly each time. Dish washing begins in the dining or breakfast room with the clearing of the table. A tea cart or wheel tray not only saves steps and time in bringing the food to the table, but in carrying the dishes to the kitchen to be washed.

Order for clearing away table:

1. Put away left-overs.
2. Collect all dishes to be washed. Scrape them clean with a rubber plate scraper or a piece of paper, and pile similar dishes together.
3. Collect knives, forks, and spoons.
4. Soak dishes soiled with sugar in hot water and those that contain dough, eggs, batter, and starchy foods in cold water.
5. Wipe greasy pans with paper and put the soiled paper in the garbage can.
6. Remove dishes to the place of washing them, at the right of the dish pan.
7. When the table is free from dishes, remove all the crumbs by brushing them into a plate with a cloth.
8. Drain the garbage and wrap it in paper before putting it in the garbage can.

Order of washing dishes:

1. Have plenty of hot water, soap, clean towels, and dish-cloths. Fill the dish pan one-half full of hot water. If there

are many dishes, the water should be changed when cleanliness demands it.

2. Glasses should be placed in hot water sidewise in order to prevent breaking them.

3. Dishes should be washed and placed in a drain pan for rinsing with hot water.

4. Wash glassware first, then silverware, following with smaller china pieces, plates, and large dishes, smaller and less soiled cooking utensils, and last, greasy utensils.

5. With the exception of glassware, all dishes should be rinsed in hot water and dried or allowed to dry by themselves if placed over a drainer. Glasses will be brighter when they are dried directly from clean, hot suds, without rinsing.

6. Wipe bone or wooden knife and fork handles with a damp cloth instead of putting them in water.

7. Rolling pins and molding boards should be wiped with a wet cloth.

8. Use clean hot water to wash teapots and percolators. Wipe them dry, clean the spouts thoroughly, and leave the covers open. Do not wash them with soapy water.

9. Clean aluminum ware with steel wool and remove the stains from tin or enamel ware with scouring soap.

10. Wash and rinse the dish pan before drying it with a cloth.

11. Dish towels should be rinsed and hung in the sun and air to dry.

Convenient Kitchens. About seventy per cent of the average housekeeper's time is spent in the kitchen. We doubtless all agree that this is too much time, and for this reason we may be interested in making a study of convenient and efficient kitchens. The following references will be helpful in making the study. In the meantime, you may be interested in studying the home kitchen, the school laboratory, and the kitchens which are built in the new houses in your community.

Some helpful references:

Metropolitan Life Insurance Co. (free), *How I Save Work at Home (Dishwashing)*.

Office of Information, Washington, D. C.:

Farmers Bulletin No. 1513, *Convenient Kitchens* (free).

Dept. Circular No. 189, *The Well-Planned Kitchen* (5c).



Let the Kitchen Be Convenient, Bright, and Attractive.

Farmers Bulletin No. 1180, *Housecleaning Made Easier* (free).

Farmers Bulletin No. 927, *Farm Home Conveniences* (free).

Farmers Bulletin No. 607, *The Farm Kitchen as a Workshop* (free).

Abolishing the Inefficient Kitchen; Hildegard Kneeland. Bureau of Home Economics, Washington, D. C., *Journal of Home Economics*, July, 1929.

PROJECT III. HELPING WITH THE FAMILY MEALS

Planning Three Meals a Day. Perhaps you help in planning the meals at home. How does planning the family meals differ from planning and selecting your lunches at school? How can you help your mother in having the family meals served regularly and attractively? Remember that a happy atmosphere at mealtime is essential to the digestion and assimilation of food. The part you can do may contribute just the part necessary to make the mealtime a happy occasion. Well-balanced meals,

served at regular hours in an attractive manner, with all the family present and happy, do much not only to aid digestion, but actually to keep the family well.

Pleasing, attractive, and wholesome meals, whether served at home, at school, or elsewhere, are based on the same fundamental principles. To select intelligently one's own food for the lunch box or at a school cafeteria requires knowledge of food values in relation to the body's needs. It also requires a knowledge of combinations of food that are pleasing and wholesome. The knowledge gained in this experience may be used in planning the family meals.

The essentials of a day's diet, with suggestions concerning the three regular meals for the day, were given in Chapter II, *Do You Choose Food Wisely?* and in Chapter III, *Choosing the School Lunch*. A review of these chapters will be helpful here. *What are the essentials of a day's diet for yourself? For the other members of your family? How many quarts of milk are needed by your family each day? How many eggs?* List the essentials and use this list in planning the family meals. Remember that each meal should be eaten regularly and leisurely, that something hard should be eaten at least once a day to exercise the teeth, and that enough bulk should be included to keep the bowels regular.

Breakfast Menus. A good breakfast always includes fruit of some kind, milk in some form, and a hot dish. Breakfast menus are usually referred to as light, medium, and heavy. Potatoes in some form are sometimes served when a particularly substantial breakfast is desired. Active boys and girls require at least a medium breakfast.

| LIGHT | MEDIUM | HEAVY |
|--|--|---|
| <i>Each meal should include at least one hot dish.</i> | | |
| | | |
| Fruit Bread or cereal Beverage | Fruit Cereal or eggs Bread Beverage | Fruit Cereal Eggs or other protein Bread Beverage |

Luncheon or Supper. When we speak of luncheon or supper, we are referring to the light meal of the day. Luncheon means a light meal served at noon, while supper refers to the light meal when served in the evening. A good lunch or supper includes at least one hot dish; a green or bulky vegetable; bread;

milk in some form; and fruit or dessert. The hot dish may be a vegetable soup, a cooked vegetable, or hot cocoa. The milk may be a glass of milk, milk or cream soup, or hot cocoa. The vegetable requirement may be taken care of with a vegetable soup, a cooked vegetable, a salad, or a raw vegetable, such as celery or radishes. A substantial luncheon dish includes a combination vegetable soup, or a casserole dish of vegetables and meat, often referred to as "the one-dish meal."

| LIGHT | MEDIUM | HEAVY |
|---|------------------------------|---|
| <i>At least one hot dish should be included in each meal.</i> | | |
| Vegetable | Main dish | Soup or fruit cocktail |
| Light salad or dessert | Salad or vegetable | Meat or meat substitute |
| Bread | Bread Dessert Beverage | At least one vegetable Salad Bread Dessert Beverage |

Dinner Menus. Dinner is usually the heartiest meal of the day. Dinner may be served either at noon or in the evening, depending upon the personal choice and conveniences of members of the family. Dinner should be a happy hour, with all the members of the family present. Why is the evening meal so often the only time that all members of the family can eat together?

A good dinner includes one meat or a meat substitute; potatoes or a cereal food such as rice, macaroni, or hominy; a green or bulky vegetable or salad; bread and butter; a dessert; and a beverage.

| LIGHT | MEDIUM | HEAVY |
|-------------------------|------------------------------|--|
| Meat or meat substitute | Soup | Soup |
| Vegetable | Meat or meat substitute | Meat |
| Bread and butter | Vegetable | Potatoes |
| Salad or dessert | Bread and butter | One other vegetable |
| Beverage | Salad or dessert Beverage | Salad Bread and butter Dessert Beverage |

How Can You Help? What is your part in helping with the family meals? Do you help cook breakfast? Perhaps you find more time to help in the preparation of the evening meal. Setting the table, waiting on the table, clearing the table, and washing dishes are ways of being helpful with the family meals. Suggest other ways by which you can help. How would being on hand at mealtime and carefully observing the fine points of general etiquette help?

Table Etiquette. Nowhere are beautiful manners more noticeable than at the table. There are many rules which can be given as to what to do or what not to do at the table, but most of these rules, here as elsewhere, are based on thoughtfulness and consideration for others.

Even though table manners are important and do add distinction to one's personality, too much importance should not be given them. Being critical of one's family or of older people anywhere should be avoided, because showing kindness and consideration is the first rule to be observed.

Common sense lies behind every rule of table etiquette. Convenience, naturalness, and unobtrusive eating are among the chief aims in making rules for table etiquette. From books and references, prepare a set of rules of table etiquette to be used in your home.

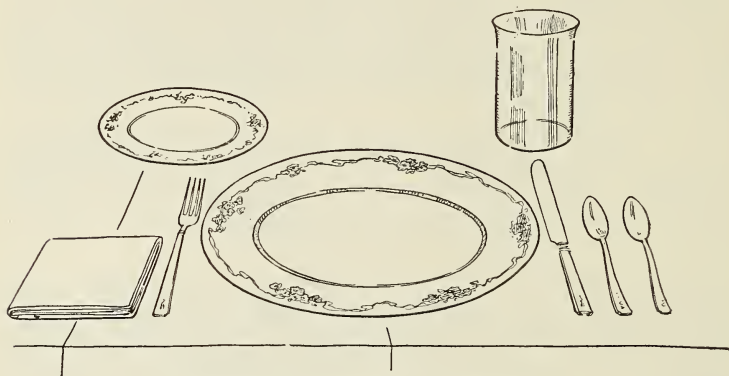
Mealtime should be one of the happiest hours of the day. Each member should share in making it a pleasant occasion. Loud talking, fault finding, and disagreeable topics are never more out of place than at the table.

Setting the Table. Attractiveness, convenience, and balance are the most important things to be considered in setting the table. Everything on the table should show good balance. Some fresh flowers, a fern or growing plant, or some fruit, make an attractive centerpiece. The centerpiece should be exactly in the center of the table, and should be low, so as not to obstruct the view. Simplicity should be the keynote to all the table decorations.

Doilies, runners, or tablecloths may be used according to personal preference. A silence cloth of table felt or quilted cover should be used with the tablecloth. Allow the cloth to extend at least eight inches over the edges of the table.

Allow from eighteen to twenty inches for each cover to provide sufficient space for each person. The cover includes the silver, plate, napkin, and glass for each individual's use.

The plate should occupy the center of the cover and should be placed one inch from the edge of the table. The silver should be laid close to and in line with the plate, one inch from the edge of the table, the knife to the right, with the sharp edge in, the fork to the left, with tines up, and the spoon to the right of the knife, with bowl up. Forks and spoons should be arranged in the order they are to be used, beginning from the outside, or they may be arranged according to size.



A Proper Arrangement of "the Cover."

The napkin should be folded neatly and placed at the left of the fork, in line with the silver.

The water glass should be placed at the tip of the knife and slightly to the right.

Bread and butter plates should be placed at the upper left-hand side, with the spreader either on the plate or beside it.

Cups and saucers should be placed at the left of the hostess, with the handles turned toward her when she serves the beverage at the table. When the beverage is poured before being taken into the dining room, it should be placed at the right of the spoons, with the handles parallel to the edge of the table.

The sugar bowl and cream pitcher should be placed directly in front of the hostess, the sugar to the right and the cream to the left, with the handles following the same line.

Salt and pepper shakers should be placed conveniently, within easy reach, and spaced uniformly.

Serving the Food Family Style. Helping with the serving of food should be considered a privilege rather than a duty. Here are a few general rules which will be helpful:

Serve hot or cold foods either hot enough or chilled sufficiently to be appetizing. Dishes provided for serving hot foods should be warmed, and for cold foods should be chilled.

Water glasses should be filled three-fourths with cold water when nearly ready to serve. The pitcher should then be refilled and placed near the person who will be responsible for refilling the glasses as needed.

Bread, butter, relishes, and cold foods should not be placed on the table until shortly before the meal is served. Hot foods should be placed on the table immediately before the family is seated. Each dish should be placed before some member of the family, who will be responsible for passing it.

Unless the beverage is served at the table it should be poured the last thing before sitting down. Cups should be filled only three-fourths full, in order to prevent spilling.

Serving silver should be placed conveniently near the dish with which it is to be served.

When passing food at the table, place the serving silver at a convenient angle on the dish. All the dishes should start in the same direction. For example, as a rule each person who passes food when sitting at the table should pass the dish to his right, with his right hand, so that the person next to him receives the dish in his left hand, while he serves himself with his right hand. When there is no one else to wait on the table, every member of the family should share in serving. The father may serve the main dishes, the mother may pour the coffee or tea, while sons and daughters take turns waiting on the table.

Waiting on the Table. Do you know how to wait on the table? Study the work of a waitress until you know every step of her duties. There are several accepted ways of serving food. The left-hand service is the simplest form to remember and will be given here.

Dishes are placed, passed, and removed from the left of the guest, except the beverages, which are placed from the right. The waitress should use the hand farthest from the guest. When serving from the left, use the left hand; when serving from the right, use the right hand.

In filling glasses, do not remove them from the table. A napkin may be used to wipe the lip of the pitcher after each serving, thus protecting the tablecloth and the guest.

In passing food, hold it so that the guest may serve himself with ease. Hold the tray or dish containing the food on a level with the table. Pass everything to the left, allowing the one being served to help himself with the right hand.

In removing a course, remove the dishes containing food first, and then the individual dishes. Before bringing the next course, refill the glasses.

The table should be cleaned of crumbs only when necessary. A plate and folded napkin are used for this purpose. When a member of the family acts as waitress, clearing crumbs is usually omitted.

In clearing the table, the proper order of removal is foods first, then soiled dishes and silver in order.

The waitress should work quickly and quietly, with no evidence of hurry.

Duties of the Hostess. Practice acting as a hostess. Plan a dinner party, choosing guests whom you believe to be congenial. Avoid all last-minute hurry and late preparations by mentally visualizing every detail in advance. Imagine yourself a guest and try to anticipate every need. Be ready to greet your guests when they arrive, and chat with each briefly, even though you must ask permission to leave for a few minutes before serving the meal.

Simple menus are better than the more elaborate. No one feels comfortable when conscious of causing much work and inconvenience.

The hostess should remain seated during the entire meal. A member of the family other than the host or the hostess fills the glasses with water, brings in any hot food, and removes dishes.



Correct Serving.

The rules for removing, placing, and passing dishes are the same, whether the service is rendered by a member of the family or by a maid.

The hostess, with or without a maid's service, is largely responsible for the success of the meal. She feels responsible for the conversation and for everything that pertains to the happiness and comfort of her guests.

When You Cook at School. List six families in your community. Count the number of persons in each family. How many are in the average sized family of your community? Divide your class into families similar to those in your community. Plan menus for these families. Prepare and serve their food, including wholesome breakfasts, attractive dinners, appetizing luncheons, and suppers.

BEVERAGES

BOILED COFFEE

$\frac{1}{2}$ c. finely ground coffee 4 c. cold water

Use two level tablespoons of coffee for each cup served. Add the cold water to the finely ground coffee and let it heat gradually over a slow fire. After the coffee boils up three times, remove it from the fire and let it stand where it will keep hot for several minutes. Then serve it.

PERCOLATED COFFEE

8 T. ($\frac{1}{2}$ c.) ground coffee 4 c. boiling water

Put the water in the lower part of percolator and the coffee in the upper part. Heat it and allow it to percolate from five to eight minutes, depending upon the desired strength. Serve the coffee at once.

COCOA

4 T. cocoa 4 c. milk (scalded)
3 T. sugar $\frac{1}{4}$ c. boiling water
1 pinch salt

Mix sugar, cocoa, and salt. Stir in boiling water, a little at a time, mixing thoroughly. After boiling about five minutes, combine with scalded milk. Before serving, beat with egg beater. If desired, serve with marshmallows or whipped cream.

FRUITS

In preparing fruits for breakfast, make them as attractive as possible. Grapefruit, bananas, oranges, and melons are favorite

fruits which are eaten raw. Grapefruit and oranges may be cut in halves. Oranges may be sliced or arranged in sections on a plate. Bananas are at their best and most easily digested when all the green has disappeared and the skin is brown-specked. They should be prepared just before serving, as they discolor very quickly. Sliced bananas may be eaten with cream and sugar or added to cereals.

To Prepare Grapefruit and Oranges in the Skin. Cut them in halves crosswise. Cut around each section with a sharp knife so that juice will not spatter when sections are dug out with a spoon. Remove the seeds and the center by cutting out with scissors or sharp knife.

When grapefruit is to be eaten with sugar, the sugar may be sprinkled on beforehand, so that it will dissolve in the juice. Some people prefer to eat it with salt, which they sprinkle on just before eating.

FRESH FRUIT, COOKED

Most fresh fruit is better when eaten raw. Cooking, however, softens the cellulose and decreases the acid flavor. Since cooking also destroys bacteria, fruit that may have been unduly exposed to dust or flies should be cooked. Cook it slowly over a low flame, in the top of a double boiler or in the oven. Sugar is usually added after the fruit is cooked, although the fruit is richer and retains its shape better if it is dropped in a hot, thin syrup and then cooked. This is because the syrup toughens the outer skin of the fruit.

Example—APPLE SAUCE

Wash, pare, and quarter tart apples. Cover them with water and cook them in a covered sauce pan until they are soft. Add the sugar desired and mash them. Sprinkle cinnamon lightly over the top.

DRIED FRUIT

Wash the fruit thoroughly. Add water and soak it at least three hours. (Dried apples become dark if soaked.) Cook the fruit slowly in some water over a low flame in the top of a double boiler, or in an oven.

Example—PRUNES

Wash and soak the prunes overnight. Heat them gradually in the same water in which they were soaked, and then cook them slowly in a covered pan until the skins are tender. Let

the water cook away until the syrup is thick. Since most prunes contain much sugar, lemon juice will improve the flavor. They seldom need sugar.

TOAST

Cut bread into slices $\frac{1}{4}$ inch thick. Place it in a hot oven or toaster and brown it slowly to an even golden brown on both sides. Watch it carefully to prevent burning. Remove the toast from the oven and serve it hot, buttered or dry.

FRENCH TOAST

| | |
|------------------------|-----------------------|
| 1 egg, slightly beaten | 1 c. sweet milk |
| $\frac{1}{4}$ t. salt | 2 T. sugar |
| 5 slices bread | Fat to grease griddle |

Add salt, sugar, and milk to slightly beaten egg. Dip pieces of bread into the egg mixture. Cook the soaked pieces of bread on a well-oiled griddle. Brown them on both sides. Serve the toast with maple syrup or jelly.

CREAMED DRIED BEEF

$\frac{1}{4}$ lb. dried beef, sliced thin
1 c. white sauce, made without salt

Tear the meat into pieces. If it is very salty, let it stand in hot water for a few minutes. Then drain off the water and put the beef into a cup of hot white sauce, made without salt. Serve it on toast.

White Sauce Table

| WHITE SAUCE | LIQUID | THICKENING MATERIAL | FAT | SEASON-ING | USE |
|-------------------|-----------|---------------------|--|-----------------------|--------------------------------------|
| No. 1, thin | 1 c. milk | 1 T. flour | 1 T. | $\frac{1}{2}$ t. salt | Cream soups |
| No. 2, medium | 1 c. milk | 2 T. flour | $1\frac{1}{2}$ T. | $\frac{1}{2}$ t. salt | Creamed or scalloped dishes or gravy |
| No. 3, thick | 1 c. milk | 3 T. flour | 2 T. | 1 t. salt | Souffles |
| No. 4, very thick | 1 c. milk | 4 T. flour | $2\frac{1}{2}$ T. Butter or margarine | 1 t. salt | Croquettes |

Methods of Combining. There are two general methods of combining white sauce:

First. Mix one-fourth cup of liquid with flour and stir the mixture until it is smooth. Then mix this with the remainder of the liquid, and cook it slowly over direct heat or in a double boiler, stirring constantly until it thickens. Add salt and fat. When cooking over direct heat, cook the sauce slowly, keeping it just below the boiling point. Stir it to prevent lumping or scorching.

Second. Melt fat in the top part of a double boiler or in a frying pan. Remove the fat and stir in enough flour to make a smooth paste. Add one-third of the hot milk, stirring until the mixture is smooth. Then add the remainder of the liquid and salt, cooking it slowly until the mixture is smooth and thick.

If it is cooked in a double boiler, the process takes about twenty-five to thirty minutes, but if cooked over direct heat, it can be done in from five to ten minutes.

CEREALS

Cereals are the seeds of certain grasses, the most important being wheat, oats, rice, barley, corn, and rye. A generous proportion of cereals made from the whole grain should be used. Two important secrets in cooking cereals are: (1) to use enough water to soften and swell all the starch; (2) to cook them long enough to swell the starch and soften the cellulose in order that the starch may be exposed to the action of heat and water.

Thorough cooking of cereals is necessary for two reasons: (1) because cellulose requires plenty of time to soften; and (2) starch gains in flavor by cooking. Certain cereals may be boiled directly over the heat, steamed in a double boiler, or cooked in a fireless cooker. Since the slower method of cooking develops the flavor and more thoroughly softens the cellulose, the double boiler or fireless cooker is recommended.

Long, slow cooking used to mean four to six hours, but manufacturers have cut the time from fifteen to twenty minutes with fine grain products and even three to five minutes for partially cooked cereals. Longer cooking, however, improves the flavor.

Cereals may be cooked in milk instead of water, thus adding to their food value. Chopped dried fruits, such as raisins and dates, as well as fresh fruits, such as berries or bananas, may also be added.

Directions for cooking are to be found on all cereal containers.

QUICK OATS

Stir slowly one part of Quick Oats into two parts of freshly boiling water. Salt the water to taste before adding the oats. Boil from three to five minutes, according to preference. When using direct heat, it is necessary to stir the oats occasionally in order to prevent burning. Longer cooking in a double boiler improves the flavor.

CREAM OF WHEAT

| | |
|---------------------------------|--------------------|
| $\frac{1}{2}$ c. Cream of Wheat | 2 c. boiling water |
| $\frac{1}{4}$ t. salt | |

Mix the Cream of Wheat and salt, and add slowly to the boiling water. Boil from three to five minutes, stirring constantly. Then place the upper part of the double boiler on the lower part and steam from twenty-five minutes to an hour.

EGGS

SOFT-COOKED EGGS

Use one pint of water for two eggs, and an extra cupful for each additional egg. Put boiling water in a sauce pan. Use a spoon to slip the eggs into the water. Cover the sauce pan, and leave it on the back of the range from four to six minutes. Serve the eggs in hot cups.

HARD-COOKED EGGS

Use the same method as that used for soft-cooked eggs, only see that water is kept hot rather than boiling. Cook the eggs for twenty minutes.

EGGS SCRAMBLED IN MILK

| | |
|----------------|-----------------------|
| 2 slices toast | 2 T. milk |
| 2 eggs | $\frac{1}{8}$ t. salt |
| 1 t. butter | |

Beat the whites and yolks separately, and add salt to the yolks. Fold in the whites. Add to hot milk and pour into buttered pan. Cook until creamy, stirring and scraping from the bottom of the pan as it thickens.

EGGS A LA GOLDENROD

| | |
|------------------------|-------------------------------|
| 1 hard-cooked egg | 2 t. butter |
| 2 slices toast | $\frac{1}{2}$ c. scalded milk |
| $\frac{1}{2}$ T. flour | f.g. salt |

Speck white pepper

Melt the butter and add the flour. Then add gradually the scalded milk. Season with salt and pepper and cook well. Chop the egg white fine and add it. Pour over toast and rub the yolk through a strainer over the top. Serve at once.

BAKED EGGS

Butter individual molds or cups, which may be powdered with chopped parsley. Slip an egg into each cup; sprinkle with salt; put a few drops of cream over each yolk. Set molds in vessels of hot water and cook in slow oven until the eggs can be turned out. Serve them on toast.

QUICK BREADS

BAKING POWDER BISCUITS

2 c. flour
4 t. B.P.

2 T. fat
About $\frac{3}{4}$ c. milk

$\frac{3}{4}$ t. salt

Mix and sift the dry ingredients. Rub in fat with the tips of the fingers, or chop it in with a knife. Add the milk gradually to make soft dough. Use a knife in mixing. Toss the dough on well-floured board. Pat and roll it out to a thickness of one inch. Cut the dough with biscuit cutter dipped in flour. Place the biscuits close together in an oiled pan and bake them in a hot oven ten to fifteen minutes.

BRAN MUFFINS

1 c. flour
 $\frac{3}{4}$ t. salt
 $3\frac{1}{2}$ t. B.P.
2 T. melted fat

2 c. bran
3 T. sugar
1 egg
 $1\frac{1}{2}$ c. sweet milk

Sift together flour, salt, and baking powder; blend with this the bran, and add mixture of milk, beaten egg, sugar, and fat. Have a thick but very moist batter. Bake in greased muffin pans in a moderately heated oven about twenty-five minutes.

WHOLE WHEAT MUFFINS

1 c. milk
2 c. whole wheat flour
2 T. fat

1 T. sugar
2 t. B.P.
 $\frac{1}{2}$ t. salt

1 egg

Mix and sift dry ingredients; mix milk and egg together and add melted fat. Beat well for a few seconds only. Fill buttered muffin tins one-half to two-thirds full. Bake in a moderately hot oven. This recipe will make twelve muffins.

SOUPS

CREAM OF TOMATO SOUP

| | |
|-------------------------------------|-------------------------|
| $\frac{1}{2}$ can or 1 pt. tomatoes | 1 qt. milk |
| 2 t. sugar | 1 slice onion |
| 1 t. salt | $\frac{1}{4}$ c. flour |
| Pepper | $\frac{1}{4}$ c. butter |

Stew tomatoes, strain, and add soda and seasoning. Scald milk in double boiler with one slice of onion. Add flour, well blended with butter. Cook thoroughly. Remove onion from milk. Combine mixtures, adding tomatoes to milk slowly. Strain and serve at once in hot dish.

CREAM OF CELERY SOUP

| | |
|---------------------------------|------------------------|
| 3 c. celery, cut in inch pieces | $\frac{1}{2}$ t. salt |
| 2 c. boiling water | 2 T. flour |
| 2 T. fat | $1\frac{1}{2}$ c. milk |
| $\frac{1}{8}$ t. pepper | |

Wash and scrape the celery and cut it into inch pieces; add water and cook until very soft and tender. Then rub through a sieve. Heat all but one-half cup of milk in double boiler. Melt the fat, add the flour and seasoning, and then add the one-half cup of milk remaining. Stir constantly until it thickens. Combine celery, thickened milk, and heated milk. Season and serve.

VEGETABLES

Vegetable Cookery. Most people cook vegetables too long, thus destroying their delicate flavor and attractive color. The eating of raw vegetables is being encouraged more and more, because by eating raw vegetables we lose none of the nutriment, color or flavor. However, the newer methods of cooking vegetables make it possible to retain more of their nutriment as well as the original color and flavor.

How to Retain the Color of Green Vegetables. Drop the vegetables in rapidly boiling water and cook them uncovered for the shortest possible time (use about one teaspoon of salt to one quart of water). Some green vegetables, such as fresh spinach, can be cooked in four or five minutes. In general, green vegetables cannot be cooked in a steam or pressure cooker without loss of color. Spinach is an exception to this rule, but long cooking is not necessary in preparing spinach.

To Cook White Vegetables. Over-cooking darkens white vegetables such as cabbage, cauliflower, Brussels sprouts, and turnips, and has a tendency to develop a strong flavor. Hence these vegetables should be cooked in a large amount of water in an uncovered kettle for the shortest possible time, and they should not be cooked in a steam or pressure cooker.

Practically all other vegetables, such as carrots, potatoes (Irish and sweet), and squash may be steamed or cooked in a small amount of water over a low flame on top of the stove or in the oven. *Cook vegetables only until tender, and allow them to retain a little of the crispness that most people find so agreeable in raw vegetables.* (Adapted from *How's and Why's of Cooking*, Halliday and Noble; University of Chicago Press, price \$2.00.)

BUTTERED VEGETABLES

Use one tablespoon of butter for each cup of cooked hot vegetables. Add other seasoning if desired. Serve immediately.

CREAMED VEGETABLES

Practically all vegetables are delicious served with cream or a thin white sauce. One-half cup of white sauce is usually enough for two cups of cooked vegetables.

CARROTS AND PEAS

Wash, scrape, and cut young carrots into small cubes and cook them until tender in a small amount of boiling salted water. Cook on a low flame or in an oven. Add an equal quantity of cooked green peas (canned). Heat together, and season with butter, salt, pepper, and cream. Serve hot.

MASHED POTATOES

1 pt. boiled potatoes
 $\frac{1}{2}$ t. salt

2 T. butter
 $\frac{1}{4}$ c. hot milk

Speck pepper

Mash the potatoes with wire masher or put through ricer. Add seasoning. The quality of the potatoes will determine the exact amount of milk to be used. Enough should be used to moisten the potatoes well, but they should not seem watery. Then place over fire again and beat until light and smooth.

CASSEROLE DISHES

CASSEROLE OF RICE AND MEAT

| | |
|--------------------------------|------------------------------|
| $\frac{1}{4}$ c. cooked rice | 2 c. cooked meat |
| $\frac{1}{4}$ c. crumbs | $\frac{1}{4}$ t. celery salt |
| 1 egg | 1 t. chopped green peppers |
| 1 t. salt | Sprinkling of cayenne |
| 1 t. pepper | Few drops onion juice |
| $\frac{1}{4}$ can tomato juice | 1 t. lemon juice |

Chop meat fine and mix it with the other ingredients, with the exception of the rice. Line the casserole one inch thick with rice and fill the center with the meat mixture. Cover well with rice. Bake twenty minutes. Serve hot with tomato sauce.

STEAK EN CASSEROLE

| | |
|---------------------------------|-----------------------------|
| $2\frac{1}{2}$ lbs. round steak | 1 small can mushrooms |
| 1 c. tomato juice | 1 small onion, chopped fine |
| Salt and pepper to taste | |

Trim off the edge of the meat and cut it in pieces about $2\frac{1}{2}$ inches square. Pound flour into the pieces and brown them well on both sides in a frying pan. Place the browned steak in the casserole and season it with salt and pepper. Add tomato juice, mushrooms (cut in pieces), and onion. Cover the casserole and cook the steak about thirty minutes.

SCALLOPED TOMATOES

| | |
|---------------------------|-------------------------|
| 2 lbs. fresh tomatoes, or | $\frac{1}{2}$ bay leaf |
| 1 No. 2 can tomatoes | 2 whole cloves |
| 2 c. fresh bread crumbs | 2 T. sugar |
| (fresh bread crumbled or | 2 t. salt |
| cut in half-inch cubes) | $\frac{1}{8}$ t. pepper |
| 2 to 3 T. fat | |

Peel fresh tomatoes, cut them in pieces, and cook them until they are soft. Add seasoning to the tomatoes and boil them for five minutes, removing the bay leaf and cloves. Alternate layer of bread crumbs and tomatoes in the casserole. Pour melted butter over it and cook the tomatoes for about ten to fifteen minutes in an oven moderately hot.

SCALLOPED POTATOES

| | |
|------------------------------------|-------------------------------|
| $1\frac{1}{2}$ lbs. white potatoes | 1 T. salt |
| 2 to 3 T. butter | $\frac{1}{4}$ t. white pepper |
| 2 T. flour | 1 c. milk |

Pare and slice potatoes and place them in casserole. Sprinkle each layer with flour, salt, and pepper, lightly. Then pour over the potatoes the milk and melted butter. Bake them in a moderately heated oven for twenty-five minutes, or until the potatoes are tender.

BAKED BEANS

| | |
|---------------------------------|----------------------------|
| 2 c. dried beans | 2 t. salt |
| 1 qt. water | $\frac{1}{4}$ c. molasses |
| $\frac{1}{8}$ lb. fat salt pork | $\frac{1}{2}$ c. hot water |
| $\frac{1}{4}$ t. mustard | |

Soak the beans overnight in cold water. Drain them and add one quart of cold water. Heat and allow them to simmer for two hours, or until the skins are tender and loose. Add salt, molasses, and mustard to the beans and pour them into the casserole. Press sliced pork in at the top and pour boiling water over it. Cover the casserole and bake slowly for three to five hours.

SALADS AND SALAD DRESSINGS

Salads may be made from either vegetables or fruits or combinations of both. They should be cold, crisp, well mixed, and served attractively with salad dressing. Salad plants include lettuce, endive, water cress, and such vegetables as onions, cabbage, celery, cucumbers, and tomatoes. Any of these, or a combination of them with other vegetables, may be chopped fine, mixed with salad dressing, and, piled on a lettuce leaf, make an attractive salad.

FRENCH SALAD DRESSING

| | |
|---------------------------------|------------------|
| $\frac{1}{2}$ t. salt | 1 T. lemon juice |
| $\frac{1}{8}$ t. white pepper | 1 T. vinegar |
| $\frac{1}{8}$ t. paprika | 4 T. olive oil |
| $\frac{1}{2}$ t. powdered sugar | Pinch of mustard |

Mix ingredients and add oil. Stir until thoroughly mixed. Add vinegar and lemon juice a few drops at a time, beating until a well-blended and smooth mixture is formed. This may also be formed by placing the ingredients in a bottle and shaking it vigorously.

BOILED SALAD DRESSING

| | |
|--------------------------|---|
| $\frac{1}{2}$ t. mustard | 2 T. butter |
| 1 t. salt | 1 egg |
| 1 T. flour | $\frac{1}{4}$ T. vinegar or lemon juice |
| 1 T. sugar | $\frac{1}{2}$ t. paprika |
| 1 c. milk or water | |

Stir the dry ingredients together and then add the milk and butter. Heat, stirring vigorously until it boils. Cool the mixture somewhat and pour it over the egg, which has been beaten slightly, and then heat over water or in a double boiler. Cook until thick. When the dressing is cool, stir in the vinegar or lemon juice. When used, it may be thinned with thick cream.

CABBAGE SLAW

| | |
|---|----------------------|
| $\frac{2}{3}$ c. vinegar or lemon juice | 1 small head cabbage |
| 3 T. sugar | 2 t. salt |
| 1 c. thick cream | white pepper |

Shred the cabbage, place it in a dish, and season it with salt and pepper. Stir the sugar into the vinegar until it is dissolved, and then add sweet cream gradually, stirring thoroughly until the mixture thickens. Pour over cabbage and mix together.

PINEAPPLE WITH COTTAGE CHEESE

Soften $\frac{1}{2}$ to $\frac{3}{4}$ c. cheese with mayonnaise or cooked dressing, and make into large balls for the center of the pineapple slices. Use one slice of pineapple for each serving. Serve on a lettuce leaf.

STUFFED TOMATOES

- 6 medium tomatoes
- 1 c. diced chicken, veal, or cucumber, or chicken and celery mixed
- 1 c. dressing

Peel the tomatoes, cut out the stems, and hollow each tomato. Remove water from each tomato by rubbing the inside of the shell with salt and placing it hollow down on a plate for thirty minutes to one hour. Mix the solid part of the pulp with meat or cucumber and with dressing. Fill the tomatoes and serve them ice cold on lettuce.

DESSERTS

SOFT CUSTARD

1 pt. milk
2 eggs or 3 yolks

$\frac{1}{4}$ c. sugar
Speck of salt

Flavoring

Scald the milk in double boiler. Beat the eggs and mix part of the milk with the eggs. Add to the remainder of the milk. Stir the mixture until it thickens sufficiently to coat the spoon and the foam disappears from the top. Add the sugar and salt, strain, cover, and let cool. The sugar may have been beaten in with eggs, if desired. Add flavoring when custard is partly cooled.

BAKED APPLES

Wipe, pare, and core sour apples. Place them in a baking dish. Fill the cavities with sugar and put a few drops of lemon juice in each apple. Cover the bottom of the dish with water and bake until soft in a moderately heated oven. Baste every eight minutes with the syrup in the dish. Serve either hot or cold, with or without sugar and cream.

FRUIT WHIP

4 T. fruit pulp
White of 1 egg

2 T. powdered sugar
Lemon juice to taste

Beat white of egg until stiff, and add pulp, sugar, and lemon juice to suit the taste. Beat until stiff. Serve with boiled custard.

APPLE SNOW

$\frac{3}{4}$ c. cooked apples

3 egg whites

Powdered sugar

Pare, quarter, and core four sour apples. Steam until apples are soft and rub them through a sieve. There should be $\frac{3}{4}$ cup of cooked apple. Beat whites of eggs until stiff and gradually add apples, sweetened to taste. Pile lightly on a dish and serve with custard sauce. One tablespoon of lemon juice may be added.

BAKED BANANAS

Wipe each banana, loose one section of the skin, and then replace. Place the bananas in a shallow pan, cover them, and bake until the skins are dark. They should then be soft. Remove from the skins, sprinkle with powdered sugar and serve.

BLANCMANGE

| | |
|---|------------------------|
| 3 c. milk | $\frac{1}{2}$ t. salt |
| $4\frac{1}{2}$ T. cornstarch | 1 t. flavoring |
| $1\frac{1}{4}$ c. custard, chocolate, or caramel sauce | $\frac{3}{4}$ c. sugar |

Mix cornstarch and sugar; add milk and mix thoroughly. Stir frequently until thick. Cook in double boiler for about twenty-five minutes. Add flavoring and salt. Serve with cream or sauce.

OATMEAL COOKIES

| | |
|------------------------------|-------------------------------|
| $\frac{1}{2}$ c. fat | $1\frac{1}{2}$ c. flour |
| 1 c. sugar | $\frac{1}{8}$ t. salt |
| 1 egg | $\frac{1}{2}$ t. cinnamon |
| 2 T. sour milk | $1\frac{1}{2}$ c. rolled oats |
| 1 c. chopped raisins or nuts | 1 t. sugar |

Mix ingredients, adding rolled oats to dry ingredients, and adding raisins or nuts last. Drop on greased pans or baking sheets by spoonfuls. Bake in a moderately hot oven for twelve to fifteen minutes.

Some helpful references:

Office of Information, U. S. Department of Agriculture, Misc. No. 49, *A Guide to Good Meals for the Junior Home Maker*.

F. B. No. 1450, *Home Baking*.

Leaflet No. 28, *Lamb As You Like It*.

Leaflet No. 17, *Cooking Beef According to Cut*.

Leaflet No. 39, *Eggs at Any Meal*.

F. B. No. 1359, *Milk and Its Use in the Home*.

Metropolitan Life Insurance Company:

Metropolitan Cook Book (free).

All About Milk (free).

National Dairy Council, 307 N. Michigan Ave., Chicago, Ill.:
Health Recipes (25c).

A Guide for Balanced Meal Planning (3c).

Suggestions for Better Breakfasts, Luncheons and Dinners.

State Board for Vocational Education, Topeka, Kansas:

Table Service for Busy Families (15c).

Free recipe and cook books that may be received are as follows:

Making Ice Cream, Sherbets and Ices for Home Use. Extension division, Cornell University, Ithaca, N. Y.

Dainty Desserts for Dainty People; Food Economy; Knox Gelatine Co., Inc., Johnstown, N. Y.

The Waterless Cooker Recipe Book. Kitchen Craft Company, West Bend, Wis.

Three Meals a Day. Home Economics Department, Kellogg Co., Battle Creek, Mich.

Art of Cooking and Serving; A Few Cooking Suggestions; Splint. Procter and Gamble, Department of Home Economics, Cincinnati.

Oven Menus for Every Day in the Week. Westinghouse Electric Range Co.

Jell-O Desserts. The Jell-O Company, Inc., Le Roy, N. Y.

Ten Lessons on Meat for Use in High Schools. National Live Stock and Meat Board, Chicago, Ill.

Cook Book; Making Biscuits; Baking Guide. Royal Baking Powder Co., New York City.

Practically all manufacturers and distributors of food and food products furnish free literature upon request. While this literature recommends certain proprietary products, the recipes are usually very reliable.

PROJECT IV. THE INFORMAL TEA

What Is a Tea? A tea may be a small informal meeting of a few friends or a large semi-formal affair where many guests are entertained. A friendly, sociable atmosphere is always the keynote to the success of any tea, whether large or small.

At a tea guests should always feel free to move about and visit with each other to entertain themselves. Music and other forms of entertainment may be provided, but the tea table, with its flowers, candles, gay china, and dainty food, is ever the center of attraction. Happy smiles and chatty, friendly conversation contribute to the hospitable atmosphere. In the winter-time, the fireplace may be lighted to make the room cozy and cheerful, while in the summer tea may be served on the porch or in a shady nook on the lawn.

In giving a tea, a splendid opportunity is presented to show originality and to demonstrate the spirit of true hospitality. At a tea is where friend meets friend, and happiness reigns supreme.

Informal parties, buffet luncheons, fireside suppers, and porch breakfasts are all very similar to informal teas. Additional suggestions for informal entertainments will be found in a later unit, "Home Enjoyment and Hospitality," and in the references given at the close of this discussion.

Being a Guest at a Tea. Do you enjoy going to a tea? Imagine that you are giving your younger sister and a playmate instructions as to what to do at their first tea. Write out these instructions, step by step. A few suggestions for your guidance are given here:

Invitations to informal teas may be written on cards or note paper, or they may be given by telephone or by direct conversation. The time and place are important. Afternoon teas are usually given from four to six. Directions as to how to reach the place of the tea at the stated hour may be necessary.

The guests at a tea may attend in a group of three or four, but never in a large crowd.

Girls should wear street clothes or simple afternoon dresses. Sport clothes are not appropriate. Immaculate cleanliness of hands, shoes and all wearing apparel is, of course, to be desired.

Upon reaching the house where the tea is given, the guest should ring the bell, unless the door is opened by the maid or a friend of the hostess.

Some one will doubtless indicate where wraps, umbrellas and overcoats are to be placed. Boys always remove their hats, gloves, and overcoats, while girls always leave on their hats and gloves, removing only their gloves when tea is served. Girls should not remove suit coats, and even other wraps may be worn in the tea room unless other arrangements have been made for them.

The hostess is usually near the door. At a small tea, a friend may open the door while the hostess pours tea. Usually, however, the hostess prefers to greet her guests, while some friend presides at the tea table.

The guest should greet the hostess upon entering, wherever she may be. She will be first to offer her hand in greeting. A brief greeting of "How do you do" is all that is necessary, especially when the party is large or others are waiting to greet her, too.

Guests may keep coming until the closing hour of the tea.

At a tea, one may sit or stand, as seems most convenient. Helping to see that other guests are interested and having a good time will keep one from feeling self-conscious or ill at ease.

As guests come and go, introductions may be made. One of the purposes of the tea is to make new friends as well as to greet old friends.

Boys should always rise when being introduced, but girls rise only when presented to a distinguished guest or an elderly person. "How do you do" is the proper reply when an introduction is made.

When a boy and girl are introduced, the boy is taken to the girl and presented; the girl is never taken to the boy. The girl's name is spoken first; for example, "Miss Jones, may I present Mr. Smith?"

In introducing an older man or some distinguished guest, the younger or less distinguished guest should be presented to the older or more distinguished.

Boys or men may shake hands when presented to each other, while girls need not. A boy should never offer his hand to a girl first. However, it is exceedingly rude for either a boy or girl to refuse a proffered hand.

When meeting at the home of a mutual friend, guests may enter into conversation without an introduction. Introducing one's self to another is proper under such circumstances, as "You are Margaret Jones, I believe. My name is Clara Miller."

A guest may be invited to have tea by the hostess, or a friend of the hostess who is serving, or they may be expected to go to the tea table when ready to be served. Preference as to sugar, cream, and lemon may be asked, and should be answered immediately. Either the hostess or a friend will pour the tea.

A boy may carry a cup of tea to a girl or an older woman, but when boys are not present, girls usually serve the older persons present.

It is not necessary to wait until others begin eating. The informality of a tea permits one to eat whenever and whatever one chooses. Of course, one should not literally refuse offered food or talk about preferences and dislikes.

Because teas may be served in so many ways, one should learn to feel at ease and fit into the hostess' plan, whatever it may be. For example, small tables may be provided for the convenience of the guests, or they may be expected to stand, or sit with their plates in their laps. When standing, it is not at all inconvenient to hold the plate, with the tea cup, in one hand while eating with the other.

Tea napkins are small and are completely unfolded and spread on the lap, when sitting, or held in the hand under the plate, when standing.

When tea is finished, the napkin should be slightly folded on the plate, and the plate handed to the maid or friend who is assisting the hostess, or carried into another room.

Guests usually stay from fifteen to thirty minutes, but may leave at their convenience, provided they have greeted the hostess and stayed long enough to visit a few minutes with some of the guests. It is not necessary to speak to the hostess when leaving, since she was greeted upon entering. Guests may also stay at the tea as long as they wish, provided the house is not overcrowded and they do not stay longer than the time given on the invitation.

One should never go to a tea after the hours indicated on the invitation.

When the hostess' mother is at tea, the guests should speak to her and express their pleasure at being in her home.

Giving a Tea. Do you know how to give a tea? Perhaps the class will decide to entertain their mothers and teachers with a tea. How would an evening party for both mothers and fathers differ from the afternoon tea for mothers? Practice giving a tea to members of your class, letting part of the class be guests, while others act as hostess, assistant hostess, cooks and maids. A tea is a simple form of entertainment, but its success depends upon careful planning and attention to details.

The Guest List. Deciding the guest list is the first consideration in planning a tea. A group of congenial friends with some common interests is the first essential in creating the friendly atmosphere so much desired at a tea.

Invitations. In giving a tea, the invitations should be mailed at least a week in advance. Invitations to a very informal tea may be telephoned or given by direct conversation. Visiting cards are also used by many hostesses, with a notation in the lower corner, giving the date and time of the tea, for example, "May first—Tea—Four to five o'clock." Other hostesses use a regular correspondence card to write invitations to an informal tea.

Decorations for the Tea. Elaborate decorations are not necessary at a tea. Some one has fittingly remarked, "a clean house, with a beautifully arranged tea table, is all the decoration necessary at a tea." However, a basket or vase of flowers adds color and atmosphere to the occasion.

Tea may be served in various ways, for example, from a small gateleg table, a tea cart, or a dining room table. The decorations, refreshments, and dishes used will necessarily vary with the kind of table used for the tea service.

When tea is served from a tea cart or small gateleg table, a single bud vase or a lighted candle is all the decoration that is needed. When the dining room table is used, a floral centerpiece is the only thing that is needed, although a couple of bud vases or lighted candles may be added. Since guests are not seated at the table, the decorations may be either low or high. A basket of garden flowers, a vase of roses, tulips, or jonquils, a low bowl of pansies, violets, or sweet peas, or a couple of bud vases suggest the types of flowers appropriate for the dining room table. Flower holders are convenient when using a low bowl. Cut the flowers different lengths, include a bit of foliage, and arrange all symmetrically. Avoid a crowded effect. A few flowers, carefully arranged, are much more effective.

Candles may be used in the late afternoon or evening, or when shades may be drawn. The decoration of a tea table is a real test of one's ability to use color and design correctly. Simplicity and daintiness should be the keynote to the table decorations here as elsewhere. It is so easy to over-decorate.

The daintiest china and linen should be used. The linen should be immaculately clean and well pressed. The use of cloth,

doilies, or runners is largely a question of personal choice and of custom.

The food may be selected to harmonize with the desired color scheme. In fact, the flowers, linen, china, and food, as well as the friends who "pour the tea," may all help to create the atmosphere that is desired at the tea table.

Refreshments for the Tea. Food for the tea should be attractive and dainty rather than filling. Foods appropriate for afternoon teas or receptions include dainty sandwiches, small hot biscuits or muffins, small pieces of cinnamon toast, cheese straws, cheese wafers, very small individual cakes and cookies of all kinds, candied fruit, mints, and salted nuts. Any kind of dainty, attractive food that will not soil the fingers may be chosen.

Drinks may be hot or cold, or both hot and cold drinks may be served, giving the guest a preference. Suitable drinks include hot and iced tea, coffee or chocolate. Hot spiced grapejuice is a splendid drink for boys and girls who do not drink tea or coffee. Fruit juice, punch, ginger ale, and soda water are other suggestions for cold drinks. In summer, ice cream, sherbets, or iced punch may be served instead of a hot beverage.

The menu should not require the use of a fork unless small tables are provided.

Lemon, orange or pineapple may be served with tea. Candied ginger and orange or grapefruit peel may also be used. A clove is sometimes stuck in the lemon or fruit, while a wee bit of cinnamon or a vanilla bean may be placed in the teapot.

A Few Menus. A beverage with a wafer or a piece of cinnamon toast; a beverage with dainty sandwich or assorted cookies; a beverage with tiny hot buttered biscuits, mints, or small bits of candy; a choice of beverage (hot or cold) with sherbet, cookies or small piece of cake and salted nuts.

Serving the Tea. Serving tea or some other beverage, either hot or cold, with a dainty wafer or sandwich, to a few friends seems a very simple thing to do, but even so, careful planning will not be amiss here. The hostess may serve the tea from a gateleg table or tea cart set in one corner of the room. However, she usually asks a friend to pour the tea for her, so that she may be free to greet and entertain her guests.

Extra napkins, dishes and food may be placed on a lower shelf of the tea cart or on a nearby muffin stand. At a small, informal

tea, guests may go to the tea table for tea and serve themselves to sandwiches, nuts, and candy, returning to a chair, ready for a friendly chat.

When tea is served from the dining room, the hostess usually asks one or two of her friends to pour. Other friends may invite the guests to enter the dining room and assist in serving the refreshments. These friends are chosen to be friendly and gracious to the guests and to add to the attractiveness of the occasion.

At the small, informal tea, guests usually serve themselves. When there is space on the table, all the food may be placed where it can be reached by the guests as they come to the table for tea.

At a large tea, the guests are usually served by friends of the hostess, who bring each guest a plate, napkin, and a cup of tea or other beverage, and then pass the



The Art of Being a Good Hostess Must Be Learned Like Everything Else Worthwhile.

sandwiches, cake, candy, nuts, and other dainties. Maids may bring and remove plates and cups from the dining room.

When guests are not well acquainted, it may be better to serve the guests than to ask them to serve themselves. This plan is also used at a large tea when a program is being given in another room. A few guests at a time are asked into the dining room to be served while the program continues. This method might be used when the members of your class entertain their parents and teachers.

Arranging the Table. Convenience in pouring should receive first consideration in arranging the table. The teapot should be at the right of the one serving (unless she is left-handed), with the sugar, cream, and slices of lemon in front, or where they may be easily reached. The cups should be at the left.

A tray large enough to hold the tea service and a few cups is convenient. The spoons may be kept in a spoon tray or placed conveniently on the table. Plates and napkins may be arranged on the table. Tea may be served from a teapot or made at the table, for example, by using a tea ball.

Food should be arranged attractively in small plates or trays, and may be covered with a tiny napkin until ready to serve. Plates may be garnished with a bit of parsley or water cress or a few flowers. The food should be placed on the table, so as to add to the general decorations of the table, and, after being passed to the guests, should be replaced, so as to keep the table attractive throughout the receiving hours.

Keeping the plates comparatively full, seeing that plenty of boiling water is in the kitchen ready for making fresh tea, removing soiled dishes and bringing in clean ones as needed are among the duties that should be definitely assigned to some one. "Everybody's business is nobody's business." We learn to do by doing; and the best way to learn to serve a tea is to give one, however simple.

Some helpful references:

Bulletins and pamphlets from magazines such as *McCall's*, *Delineator*, *Ladies' Home Journal*, *Pictorial Review*, and *Woman's Home Companion*.

A FEW RECIPES

TEA

Always use freshly boiled water in making tea, as water below the boiling point does not develop the full flavor. Scald the teapot, put the tea in, allowing one teaspoon of tea to each cup of freshly boiling water; pour over it the boiling water; cover closely; let it stand for three to five minutes without boiling, pour at once. Never allow tea to stand on the grounds. When not served immediately, pour into a hot pot and keep hot until ready to serve.

When serving an afternoon tea, a strong solution (or infusion) of tea may be prepared before the guests arrive. Small portions of this solution may be added to freshly boiled water as tea is needed in the dining room.

When using a tea ball, allow the same proportion of tea to water. Place the tea ball in cup and pour over it freshly boiled water. Remove tea ball to a small dish when the desired strength is secured.

FRUIT PUNCH

| | |
|-------------------------------|--------------------|
| 4 c. hot water | Juice of 3 lemons |
| 2 c. sugar | Juice of 4 oranges |
| 1 small can chopped pineapple | 1 bottle soda pop |

Add sugar to water and boil to dissolve sugar. Cool, add fruit juice and soda pop, add enough ice water to make three and one-half quarts of punch. This fills twenty-five punch glasses or eight and one-half water glasses. Variation may be made by adding other fruit juices instead of the soda pop. Sweeten to taste.

HOT SPICED GRAPE JUICE

| | |
|------------------------|--------------------------|
| Juice of 1 lemon | $\frac{1}{2}$ t. nutmeg |
| 1 qt. grape juice | 1 t. each ground cloves, |
| 1 pt. boiling water | cinnamon and allspice |
| $\frac{1}{2}$ c. sugar | $\frac{1}{4}$ t. ginger |

Mix spices and tie loosely in cheese cloth bag. Add sugar to boiling water, then add strained lemon juice and grape juice. Heat with bag of spices until desired flavor is obtained. Serve hot.

CHEESE WAFERS

Butter small crackers and sprinkle lightly with grated cheese. Place in oven and bake until cheese is melted and crackers are a delicate brown.

MARSHMALLOW WAFERS

Make a dent in the center of each marshmallow by pressing it with the handle of a knife; put a piece of butter about the size of half a pea into each dent and place the marshmallow in the middle of a square cracker. Lay the crackers in a pan and bake them until the marshmallows puff and brown, then place a piece of candied cherry in each dent. They should be served an hour or two after they are baked.

SANDWICHES

Sandwiches served at the tea should be small and dainty. The bread should be cut evenly and of uniform thickness. The crust is usually removed. If the butter is creamed it will spread better. Sandwiches which are made some time before they are served should not be allowed to dry out. If they are placed in a jar and covered with a damp cloth or wrapped in paraffin paper, they will keep fresh for several hours. They may be cut in different shapes. The following are fillings which will make attractive and dainty sandwiches for your tea:

1. Equal parts of grated cheese and olives, cut fine, and mixed with mayonnaise.
2. Olives or celery chopped fine and mixed with salad dressing.
3. Cold meat chopped fine and mixed with salad dressing.
4. Cream cheese or cottage cheese mixed with chopped nuts or olives.
5. Chopped nuts and raisins, moistened with grape juice.
6. Marmalade, jam or jelly mixed with nuts, chopped fine.

CHINESE CHEWS

| | |
|------------------|------------------------|
| 1 c. dates | 1 c. sugar |
| 1 c. walnuts | $\frac{3}{4}$ c. flour |
| 2 eggs | 1 t. B.P. |
| 1 cube of butter | |

Mix and sift the flour, sugar, and baking powder. Add dates and nuts, chopped fine, then eggs, well beaten. Melt butter and add to the first mixture. Bake in a greased shallow pan in a moderate oven about 30 minutes. Pour in platter and roll into

small balls, then roll in granulated sugar and place on oiled paper.

PECAN PASTRY

| | |
|--|---------------------|
| $\frac{1}{2}$ lb. soft butter (don't heat) | 1 c. pecans, ground |
| 1 heaping T. powdered sugar | 3 c. flour |

Mix well. Pinch off small pieces and roll in hand, forming horseshoe. Cook in a very slow oven. Roll very gently on a plate of powdered sugar, while hot.

DATE BARS

| | |
|---|----------------------------|
| 1 c. sugar | 1 c. chopped dates |
| 3 eggs | 1 c. flour |
| 1 c. chopped English walnuts (or other nuts) | 1 t. B.P. Pinch of salt |

Beat egg yolks and add sugar. Beat whites and add alternately with dry ingredients. Add fruit. Bake in shallow pan in moderate oven for 30 minutes. Remove from pan, cut in bars one inch by three inches and roll in powdered sugar.

SALTED NUTS

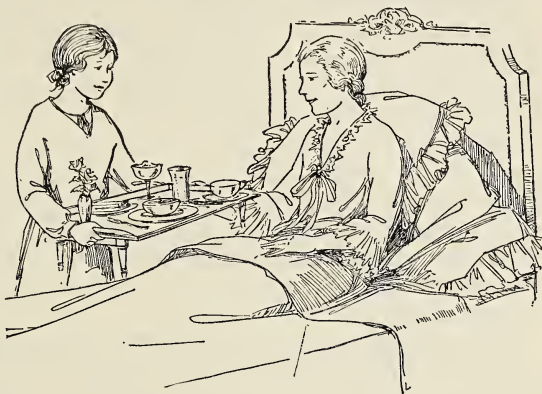
Blanch almonds by pouring boiling water over them, letting them stand until skins are loose. Pour cold water over them, skin, and dry between towels. When dry, brown in hot oil or fat and drain on paper. Sprinkle with salt.

For pecans, heat one cup of pecans with one tablespoon of butter in a pan in the oven. Stir to keep from burning. Salt and drain on paper.

PROJECT V. THE INVALID TRAY

How You May Help. The ability to prepare an appetizing tray for a person who is ailing, sick, or convalescent is an accomplishment every girl should have. The time and effort required to learn this art will be paid for again and again by happiness and satisfaction that can come from no other form of service. Let us suppose that your mother has a headache occasionally and does not at these times care to come to the table for her regular meals. Does she appreciate the tray you always take to her room? Perhaps your grandfather, grandmother or auntie visits you and does not care to arise early enough to eat with the rest of the family. One cannot imagine a more delightful surprise to a late sleeper in such a case than to have a wholesome breakfast served on a tray in his room.

Food That May Be Served. When anyone is seriously ill, the attending physician or a trained nurse should prescribe the diet, although members of the family may assist in preparing and serving the food. In fact, whenever a doctor is called, even in a case of minor illness, he should be consulted about the patient's diet, and his directions should be carefully followed. Perhaps we all agree that with a case of serious illness it is advisable either to send the patient to a hospital or to have a trained nurse at home, but hospitals and trained nurses are not always available



when they are needed. To meet emergencies in cases of minor illness, serious sickness, or with convalescents, a few suggestions are given here concerning food for the sick.

Diets for the Sick. The right kind of food, properly cooked and served attractively, is very important, because adequate nourishment for the patient usually has much to do with his recovery.

When anyone is ill, he cannot digest the same kind, quality or quantity of food as well as was the case when he was more active. Variety is important, too. Even though the same food must be served frequently, its appearance may be changed by using different methods of cooking and serving it.

There are three general classes of diets for the sick. The first is *liquid* diet, which is used with cases of severe illness, and consists entirely of liquid foods, such as milk, beef tea, strained broths, and cold drinks. The second is the *soft* diet, which includes milk toast, frozen desserts, custards, soft-cooked eggs, broths, gelatin dishes, cereals, ice cream, soups, and stewed fruits. The third is the *light* diet, which includes all the foods mentioned in the liquid and soft diets, together with many other easily digested foods.

A special diet is a particular diet which is ordered by a physician, such as a milk diet.

Preparing a Tray. The time of cooking foods should be arranged so that it may be served immediately, for even the most appetizing dishes will be spoiled if they are allowed to stand too long after being prepared.

The patient's tray should be made as attractive as possible. We should use our prettiest dishes and our finest linen. A single rosebud or flower laid on the tray will add to its attractiveness and tend to assure the patient of your thoughtfulness.

Only small portions of any food should be served, but too many dishes should not be put on the tray at one time. It is often better to serve the meal in courses. Serve hot foods while they are warm enough to be appetizing. Likewise foods that are to be served cold should not stand until they get warm. The tray should be kept covered when it is carried from the kitchen into the room.

For drinking purposes, either straws or a bent glass tube may be used. Liquids should not be served in dishes which have been used for medicine, as the association of ideas may destroy the patient's appetite. A finger bowl, one-fourth full of water, should be placed on the tray. A few rose petals and green leaves, either in the bowl or on the plate containing the bowl, will add to its appearance.

When taking the tray to the patient, have something cheerful to tell him. You should not whisper in the sick room, though your voice should be lowered, and all irritating noises should be eliminated.

While no one enjoys being ill, these suggestions, if they are carefully followed, will help to make the invalid's illness less unpleasant.

Invalid Cookery

HOT LEMONADE

1 lemon

$\frac{2}{3}$ c. boiling water

2 T. sugar

Wash the lemon and wipe it dry. After cutting a thin slice from the middle, squeeze the rest into a bowl. Add the sugar and boiling water and strain it into a cup. Serve the lemonade with the slice of lemon on top.

EGG LEMONADE

1 egg
 $\frac{2}{3}$ c. water

$1\frac{1}{2}$ T. lemon juice
 2 T. sugar

Beat the egg, add the sugar and lemon juice, and then beat it again. Add the water gradually and beat it until the egg is well absorbed. Serve the lemonade attractively.

EGGNOG

1 egg
 $\frac{3}{4}$ T. sugar
 f. g. salt

$1\frac{1}{2}$ T. fruit juice or
 $\frac{1}{4}$ t. vanilla
 $\frac{2}{3}$ c. milk

A grating of nutmeg (if liked)

Beat the egg until it is light; add the sugar, salt, fruit juice, and milk gradually. Strain the mixture into a glass, grate a little nutmeg over the top, and serve it at once. If the fruit juice is sweetened, the sugar may be omitted. The ingredients should be ice cold for a cold milk eggnog, but if warm eggnog is desired, scald the milk.

HOT MILK

Heat the milk in a double boiler or over hot water until a scum begins to form. Serve it plain with a little salt, nutmeg, or vanilla and sugar. For adults it may be served with strong coffee or freshly made tea.

JUNKET

$\frac{3}{4}$ c. milk
 1 T. sugar
 $\frac{1}{4}$ t. vanilla

$\frac{1}{4}$ junket tablet
 1 t. cold water
 f. g. salt

Dissolve the junket tablet in the cold water. Heat the milk in the top part of double boiler, and then add the sugar, salt, flavoring, and dissolved junket tablet. Pour the mixture quickly into small molds and let it stand in a warm place until set. Then put it in a cold place to chill. Remove the junket from the molds and serve it with cream.

MILK TOAST

2 slices of toast
 2 t. butter

1 c. hot milk
 $\frac{1}{2}$ t. salt

Place toast in a hot dish and pour hot milk, to which butter and salt have been added, over it. Serve the toast immediately.

CINNAMON TOAST

| | |
|----------------------|-----------------------|
| Slightly stale bread | 1 t. ground cinnamon |
| Butter | 1 c. granulated sugar |

Mix together cinnamon and sugar and put them in a shaker. Cut the bread $\frac{1}{4}$ inch thick, trim off the crusts and toast it quickly so that the middle will be soft. Butter the bread generously, shake the cinnamon mixture over it, and cut it in triangles. Place it in a hot oven for a minute or two and serve the toast on a folded napkin or hot plate.

POACHED EGGS

Make a slice of buttered toast for each egg. Cut the toast with a round cutter, and keep it warm. Use a pan containing enough salted water to cover the eggs. When the water has come to a boil, remove the pan to the back of the stove. Break each egg into a saucer and slide it gently into the water. Do not let the water come to a boiling point, but cook each egg until the white is firm and a film forms over the top of the yolk. Remove with skimmer or cake turner. Drain the eggs and place them on toast. Serve them immediately.

CODDLED EGGS

Allow $\frac{1}{4}$ c. milk for each slightly beaten egg. Cook the mixture in a double boiler until it is thickened. Season with salt and pepper and serve on buttered toast.

EGG NESTS

| | |
|------------------|-------------------------|
| 1 egg | $\frac{1}{4}$ t. butter |
| 1 round of toast | 4 toast points |
| f. g. salt | |

Separate egg and whip the white until it is stiff. Salt it to taste. Butter the toast and place the white of egg on it, in shape of a nest. Make a depression in the center, put in the butter, and drop the yolk in the hollow. Cook for three or four minutes in a moderately hot oven. Serve garnished with toast points.

CHICKEN BROTH

| | |
|-----------------------------|------------------------------|
| 2 lb. chicken, chopped fine | $\frac{3}{4}$ c. cooked rice |
| 2 pts. cold water | 1 small onion |

Cover the chicken with cold water, add one small onion, and let it simmer three hours or until the meat is tender. Remove the meat, cool the stock, remove the fat, reheat, and add cooked rice. Season and serve.

OATMEAL GRUEL

2 T. oatmeal
1/2 t. sugar

1 c. boiling water
f. g. salt

1 c. milk

Stir the oatmeal, sugar, and salt into boiling water and cook for forty minutes, or, if double boiler is used, for two hours. To remove all hulls, when cooked, strain through a fine wire strainer. Add the milk and heat to boiling point. Serve hot.

Gruel may be made from any other well-cooked cereal by adding hot water and then straining it.

BEEF TEA

1 lb. beef (lower part of round)

Salt to season

Put the meat through a grinder. Place it in a glass jar, add water, and let it stand one-half hour. Cover the jar, place it on a stand in a kettle, and surround it with cold water. Allow the water to heat slowly to about 155° F., and keep at that temperature for two hours. Strain the tea and serve it in heated cups.

PROJECT VI. CARE, PRESERVATION AND STORAGE OF FOOD

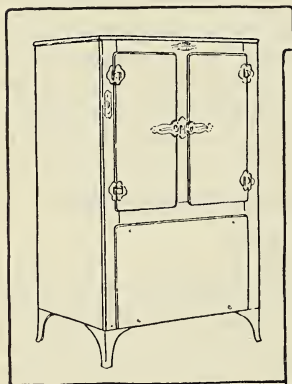
Care of Food. Nowhere are clean and sanitary habits more necessary than in handling food. Many diseases are carried to the stomach through the food we eat. Cleanliness is not only necessary at the grocery store, meat market, and all public places where food is handled, but in the home as well.

Why Food Spoils. There are many tiny living plant and animal forms all about us which are often referred to as micro-organisms. The tiny little plants are known as yeast, bacteria, and molds; the tiny little animals are called protozoa. Millions and millions live in the air, water, and soil. The wind blows them around on dust. They float in rivers and streams. They grow in the dirt and soil. Warmth, moisture, and darkness are necessary to their growth, while light and sunshine kill them. High temperatures destroy them if the heat is continued long enough. Cold prevents their growth *but does not kill them*. Hence, unclean food and water are not made safe by freezing or being kept at a low temperature. The only way to keep food safe is to keep our bodies, our food, and our water clean and sanitary. Cooking helps in making our food safe. All fruits and

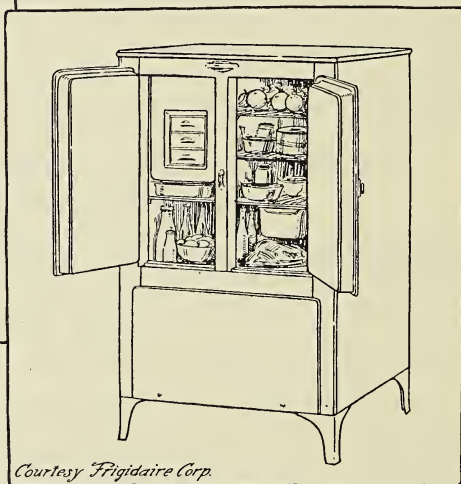
green vegetables that are eaten raw should be washed, and they should be bought only at clean, sanitary stores and markets.

You may ask, "Are all micro-organisms harmful?" No, all are not harmful; in fact, many serve a useful purpose. Yeast, for instance, is rich in vitamins and makes bread light and porous. And all kinds of cheese, with their delicious flavors, buttermilk and butter are made as a direct result of bacterial action.

Storage of Food. A good refrigerator is a real economy, because, as we have learned, a low temperature prevents the growth of the destructive micro-organisms that cause food to decay. The modern electrical refrigerator is also a real labor-saving device. Because food may be kept longer in the refrigerator



The Modern Electric Refrigerator.



Courtesy Frigidaire Corp.

than otherwise, it is possible to buy perishable food in larger quantities, thus cutting down on the cost of food as well as the time required in marketing. Larger cans may be purchased for the small family and unused portions kept safely in the refrigerator until the food is welcome again at the family table. However, milk and butter absorb odors from other foods and should be kept covered. Butter wrapped in oil paper may safely be placed in the ice box. It also may be kept in a covered jar made for this purpose.

The refrigerator, as well as all storage places for food, should be thoroughly cleaned each week. When food is spilled it should be wiped up at once. Each week the refrigerator should be thoroughly cleaned with hot water, to which a little soda or ammonia has been added. The drain pipe should be flushed out with this hot water. A good refrigerator has pipes that can be taken apart for cleaning. Often the shelves are removable also. A long-handled brush, such as that used in cleaning bottles, will help in cleaning the pipes.

Did you ever hear of an iceless refrigerator, a cold air closet, a cellar or window box being used for storing food? A window box in a north room can often be used during the cold months. Cold air closets are also a convenience. These should be given the same cleanly care as the refrigerator.

All perishable foods, such as dairy products and meat, should be kept in the refrigerator; and the staple products, such as salt, pepper, spices, and canned goods, should be stored neatly in cupboards and on shelves. Keeping bulk goods in tightly covered cans gives protection from rats, mice, and insects. Other suggestions on the care and storage of foods may be found in the chapter on budgets and food selection.

Methods of Preserving Food. There are five general methods of preserving food, namely: *drying*, which is used for extracting the moisture in dried fruits, such as prunes, dates, figs, raisins, beans, peas, and all kinds of nuts and cereals; *cold storage*, or *refrigeration*, used for keeping fresh fruits, vegetables, meat, fish, poultry, and eggs; *excluding the air*, as in preserving eggs by the use of water glass; using *preservatives*, such as vinegar, sugar, and smoke; and *canning*, which is the most practical method of all for preserving food at home.

Canning. Successful food preservation depends upon preventing the growth of micro-organisms and upon killing those present at the time food is canned. The underlying principle of canning is to kill all micro-organisms present by heat and to exclude all others. Home canning is an economical measure when there is a home surplus of fruits and vegetables, or when they may be bought in the market at a comparatively low price and canned for use during a period of high prices. In climates where the season for fresh fruit is short, home canning and home storage are more necessary than in the southern climates, where fresh fruits and vegetables grow in the garden practically every month in the year.



Fun, Education, and Economy in Canning for the Home.

You will find information as to the details of canning procedures in almost every cookbook. Many books have been written on this subject alone. Free bulletins on food preservation may be secured from the United States Department of Agriculture, Washington, D. C., and from the extension department of your state college of agriculture or your state university. Do you belong to a 4-H Club? If you do, you doubtless already know how to can. If not, you may be interested in writing to your state college of agriculture for information concerning interesting and worth-while clubs.

In writing for bulletins on food preservation, always ask for the most recent publications, as new methods are constantly being discovered. Examples of free bulletins which will be sent upon request are as follows:

Canning Fruits and Vegetables at Home, Farmers Bulletin No. 1471, United States Department of Agriculture, Washington, D. C.

Home Canning of Fruits and Vegetables, Circular No. 77, Extension Division, Oklahoma A. & M. College, Stillwater, Okla.

The following booklets are also free for the asking, and contain much helpful information on food preservation, including recipes for preserving all kinds and types of food:

A Book of Recipes and Helpful Information on Canning, Hazel Atlas Co., Wheeling, W. Va.

Ball Blue Canning and Preserving Recipes, Ball Blue Co., Muncie, Ind.

Home Canning Year Book, Woven Hose and Rubber Company, Boston, Mass.

Some additional references on the care and storage of food:

Pamphlets of the National Association of Ice Industries, 163 W. Washington St., Chicago.

United States Department of Agriculture, Washington, D. C.:

Farmers Bulletin No. 1374, *Care of Food in the Home*.

Farmers Bulletin No. 879, *Home Storage of Vegetables*.

Farmers Bulletin No. 927, *Conveniences for the Farm Home; the Iceless Refrigerator*.

Farmers Bulletin No. 658, *Cockroaches*.

Farmers Bulletin No. 1408, *The Housefly and How to Suppress It*.

Farmers Bulletin No. 896, *House and Mice*.

Methods of Canning. There are three methods of canning fruit: *cold-pack*, *open-kettle*, and *hot-pack*. Full details concerning these methods may be secured from almost any cookbook or bulletin on canning. Time-tables giving the length of time required for cooking different food materials will also be found in these books and bulletins.

To Sterilize Jars. Wash the jars and lids. Then cover the jars and lids with water. Bring the water to the boiling point gradually and boil for at least five minutes.

To Blanch Fruit. Dip the fruit into hot water to cause shrinkage and flexibility.

To Process. Put the jar on the rack of the kettle and fill it with fairly hot water. The water should come at least one inch above the jar top. Count the time of sterilization from the time the water begins to boil.

Cold-Pack Method

General directions:

Sterilize the jars.

Make syrup by boiling sugar and water together from three to five minutes.

Wash the fruit, removing skins if necessary.

Blanch the fruit when necessary.

Pack the fruit.

Add the syrup.

Cover the jars, but do not fasten them down tightly.

Process.

Consult the time-table in some canning bulletin or book to find the length of time required for each kind of food.

Example: RHUBARB

2 c. rhubarb

$\frac{1}{2}$ c. water

$\frac{1}{2}$ c. sugar

Cut the rhubarb into inch pieces and pack them closely in the jar. Boil the sugar and water together to make syrup and pour into jar. Put on the cover and place the jar in hot water. Boil it fifteen minutes. Remove the jar and fasten the cover. To test the sealing, invert the jar.

Open-Kettle Method

General directions:

Sterilize jars.

Make syrup by boiling sugar and water together from three to five minutes.

Wash fruit, removing the skins if necessary.

Add the fruit to the syrup.

Cook it gently until tender.

Can.

Example: CANNED PEACHES

1 PT. JAR

6 medium-sized peaches

$\frac{1}{3}$ c. sugar

1 c. water

Pare and peel the peaches after loosening the skins by dipping them first in hot water and then in cold water. Cut the peaches in halves and remove the stones. Boil the sugar and water together to make a syrup, add the peaches to the syrup, and cook them gently. When a fork will go through the peaches easily, they are ready to can. Lift them piece by piece from the syrup and place them in the sterilized jar. Pour in enough syrup to

overflow the jar and fasten the cover of the jar immediately. Turn the jar upside down to test the tightness of the seal.

Hot-Pack Method

This is a combination of the cold-pack and open-kettle methods. The food to be canned is partially cooked before being put into the heated jars. The hot jars are then processed.

JELLY

General directions:

Wash the fruit and cut it into small pieces.

Add water and cook.

Strain the juice through a piece of cheesecloth.

Add the sugar to the juice and cook it until firm enough not to run from the side of the spoon but falls in big drops or flakes.

Skim and pour into jelly glasses.

Allow the glasses to cool.

Cover with paraffin.

APPLE JELLY

Wash the apples and cut them into quarters.

Remove the stems, but do not pare or core the apples except to remove bad spots. Measure the apple after it has been cut up and add an equal amount of water. Boil the fruit until the skins have burst and the fruit is soft. Drain the juice through one thickness of wet cheesecloth, making sure to press and squeeze out all the juice from the fruit. Then heat the juice to boiling, boil for two minutes and strain again, this time through two thicknesses of wet cheesecloth. Measure the clear juice, add $\frac{3}{4}$ as much sugar, and boil it until it gives the proper test. Take the juice off the fire immediately, skim it, and pour it into sterilized glasses. Cover the glasses lightly with sheets of paper and allow them to cool.

The pulp which is strained out may be made into apple butter.

ORANGE MARMALADE

9 oranges

4 qts. water

6 lemons

Same weight of sugar as fruit

With a sharp knife slice the oranges and lemons crosswise as thin as possible. Remove the seeds and place the fruit in a preserving kettle with the water. Cover it, let it stand for thirty-six hours, and then boil it for two hours. Measure the cooked fruit and add an equal amount of sugar. Cook it until mixture jellies. Jar the fruit and seal it when it gets cold.

UNIT IV. WHAT SHALL WE WEAR?

PART I. ON BEING WELL DRESSED

CHAPTER I. PERSONAL APPEARANCE

You and Your Friends. What do you notice first in the appearance of your friends? Is it that they look happy, comfortable in their clothes, and suitably and becomingly dressed? Are their clothes mended, clean, and well pressed? Do they look fresh and clean? Are their hands, nails, and hair well kept? Are their costumes becoming to them in color, design, and general style?

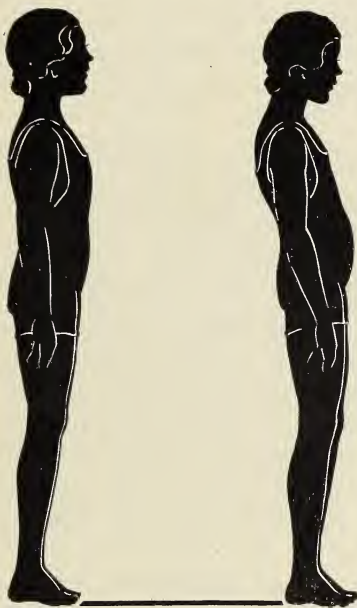
What about yourself? Do you present a well-groomed personal appearance? Does your personality express both charm and interest? Are you alert and open-minded? Do you enjoy your surroundings, your friends and associates? Do your friends enjoy you because of your happy, cheerful, sincere, and courteous attitude? Do your classmates trust you? Would they describe you as honest and trustworthy, industrious and agreeable? Would they think of you as one with a pleasing and interesting personality?

Essentials of a Pleasing Personality. The essentials of a charming personality are good health, correct posture, personal cleanliness, careful grooming, right mental habits, pleasing manners, and good taste in dress. What else would you add to this list?

Correct Posture.* By posture we mean one's habit of standing, sitting, and walking. Good posture demands that you hold your body erect with your head and chest high. A good test of correct posture is the ability to stand with your heels, your shoulders, and head all touching the wall. Poor posture may be caused by weak abdominal muscles.

*Posture Exercises, U. S. Department of Labor, Washington, D. C.

Hence to have a good posture, the abdominal muscles should be taut and not sagging or loose. Poor posture may also be caused by malnutrition, but it is frequently caused by careless habits of walking, standing, and sitting. Some styles in garments have a tendency to make one slovenly and to cause careless habits of standing. The boy or girl who stands straight, looks healthy and vigorous, and is joyous and ambitious demands confidence and respect from others.



Correct and Incorrect Posture.

Poor posture detracts from the appearance by giving the impression that a person is awkward and ungainly. Beautiful clothing cannot make you beautiful if your posture is poor. And one who has a body habituated to incorrect posture will find much difficulty in buying ready-made garments that fit well. Poor posture also makes fitting at home difficult.

Careful Grooming. If you enjoy having friends who are really well groomed, you should think about your own habits. Your classmates expect you to appear as well groomed

and immaculately clean as they do. Therefore your hair, teeth, nails, and hands should show good care. Also your clothes should be clean, mended, and in good repair, and your undergarments should be clean and fresh. Are your shoes in good repair? Are your stockings mended and

pulled up neatly with seams straight? Do you carry a clean handkerchief daily? Does your body radiate the charm of perfect cleanliness?

Cleanliness and care in the details of cleanliness are necessary if one wishes to be considered well groomed. Perfect cleanliness is, in fact, the first essential of a charming personal appearance. It involves keeping one's clothes clean, neat, and in good repair, careful and regular bathing of the body, and giving the necessary attention to the hair, teeth, skin, and nails.

Personal Cleanliness. "Cleanliness is next to godliness" is an old saying full of meaning. Certainly, personal cleanliness increases one's self-respect and one's chances for success in life.

The skin helps to eliminate impurities. Therefore garments which are worn next to the skin absorb moisture and impurities from the body and must be changed and laundered frequently. Being near a person with disagreeable body odors makes one uncomfortable. This condition may be avoided by proper attention to bathing, with frequent changes of underclothes. A daily bath, when practical, is to be desired, but bathing twice a week is considered adequate by many people, especially when undergarments are aired well at night. It is not necessary to take the same kind of bath every day. A cleansing bath in tepid water, with plenty of soap, vigorous rubbing, thorough rinsing, and drying to cleanse the body of all old skin and impurities, should be taken at least twice each week. Some people prefer to take a cold shower or sponge bath each morning, with cleansing baths only occasionally. Others prefer the cleansing bath daily.

To keep the body immaculately clean and free from disagreeable odors is a most worth-while habit to form. Compare your friends and acquaintances who bathe frequently with those who do not.

What Kind of Baths do You Enjoy Most? Hot water baths over 98 degrees Fahrenheit and the extremely cold baths should be taken only on the advice of a physician, but the cool shower or sponge or the cleansing bath can be taken daily by practically every one.

Cold baths act as tonics. Sea bathing is popular and generally considered helpful. The outdoor air, sunshine, and activities of sea bathers all help to make sea bathing popular and healthful. Sun and air baths are stimulating and should be taken at every opportunity. We are just now beginning to realize the value of the direct sun and fresh air on the human body.

Perfumes and Deodorants. Sometimes there are body odors which do not disappear with proper bathing and clean undergarments. Under such conditions a physician should be consulted. What do you think of deodorants and perfumes? Remember that extremes are always to be avoided. This is especially true in the use of perfumes. When one is really well groomed their use seems rather unnecessary and yet a little toilet water or a dash of good perfume is certainly not objectionable when rightly used. Baking soda dissolved in the bathing water makes a very inexpensive but effective deodorant. Baking soda is cooling and does not irritate. There are reliable deodorants on the market, but it is usually best to consult a physician before using them.

Care of the Face. A good complexion is the result of good habits of health and cleanliness. The face and neck should receive an especially thorough cleansing at night in order to definitely rid the pores of dirt. Use a good cleansing cream, a pure, neutral soap, and plenty of warm water. Smooth the cold cream lightly on the face and allow it to remain there for a few minutes. Remove the cream with a clean cloth, or with an absorbent cleansing

tissue that will pick up all the oil and dirt of which the skin has freed itself without the possibility of rubbing the dirt back into the pores. Then massage the face with a rich soap lather, and rinse it with plenty of warm water. Finally, dash the face with cold water, or rub the skin with a piece of ice. This will help to close the pores and to stimulate a better circulation of the blood.

Improper diet, lack of exercise, or poor elimination causes the skin to be oily, rough, or muddy looking. Boys and girls who suffer from skin disorders should be especially careful to practice good habits of health and cleanliness, for they are undoubtedly the most effective cosmetics that can be used. In some cases it is wise to consult a physician. Avoid an excessive amount of sweets, starches, and fats in the diet. Eat plenty of fresh vegetables and fruits, drink plenty of water, and exercise a part of each day in the air and sunshine. The skin will lack good color and clearness if the matter of elimination is overlooked. A daily movement of the bowels is essential.

Few young girls need rouge. Where artificial coloring is used, however, it should be applied sparingly both to lips and face. The purpose should be to reproduce the natural coloring as far as possible. Too much paint is an exaggeration and is decidedly against good taste.

The girl's toilet is to enhance charm and not to detract from it. The articles chiefly needed for the toilet are good soaps that will cleanse and not roughen the skin, cleansing cold cream, and high grade face powders.

Care of the Hands. The hands should receive regular care, as they are exposed to more hard usage than any part of the body. Hands should be kept immaculately clean, as much of our food is eaten with the hands. Hands may be rough and chapped from exposure to the weather.

Some kind of lotion to keep the skin of the hands smooth and soft should be used.

Care of the Nails. The appearance of the nails is an indication of one's attitude toward grooming. It is not necessary to polish the nails highly. In fact, nail polish should be used sparingly and with care. Nails can be kept in good condition with the use of soap and water, an orange stick, a nail file, and a pair of small scissors. Toothpicks wrapped in cotton are sometimes used as substitutes for orange sticks. Avoid cutting your nails too short. Keep



Personal Hygiene.
Every Detail Is
Important.
Neglect None.

the nails well rounded, corresponding in shape with the ends of the fingers. Keep the cuticle pushed back to prevent hang nails and avoid cutting the cuticle.

The same regular care should be given the feet as the hands. The size of shoes and stockings is an important factor in the proper care of the feet. Stockings that are too short or too tight and heels of improper height or width

are largely responsible for corns and callouses and other discomforts of the feet.

Care of the Teeth. The proper care of the teeth cannot be overestimated. Well-kept teeth add greatly to one's personal appearance. Teeth should be brushed frequently and regularly, at least twice each day. A good tooth paste or powder should be used. The recommendation of the school doctor, the school dentist, or your own doctor or dentist, may be taken as to the kind of tooth paste to use. The dentist is one of your best health friends. Visit him twice a year and thus save pain and suffering in later years. Discomfort or discoloration of the teeth as well as pain should take you immediately to see your dentist. Bad breath is sometimes caused by poor teeth. Many diseases, such as rheumatism and neuritis, have been attributed to bad teeth. Teeth have been called the machinery with which to prepare food for the body. Without teeth one would have to live on liquids and soft foods.

Care of the Hair. Tousled, unkempt hair is certainly not conducive to a well-groomed appearance. Clean hair has life and luster. The ends of the hair should be even and not split. The style of the hair dress depends upon the individual as well as the prevailing style. The hair should be well cared for and neatly and becomingly arranged regardless of style or fashion. It should be brushed daily. In curling straight hair with an iron, precautions should be taken not to spoil the looks of the hair. Hair with a natural wave should not be curled with an iron. How often should the hair be washed? Often enough to keep it clean, usually every two weeks. Too much washing takes out the natural oils of the hair, removes the natural gloss, and makes it harsh and coarse.

We should remember that hair is the same general structure as wool. Then soap should never be rubbed on hair,

because it may make it rough and mat it together, as soap does wool. When the water is hard, a softener, such as lemon juice, may be used in the last rinse water. Rub the scalp vigorously when the hair is being washed. This rubbing causes rapid circulation of the blood and brings nourishment to the roots of the hair. In washing the hair, then, have plenty of good soap and warm water, rinse it well to remove all traces of soap, and last, but not least, thoroughly dry it, preferably in the sunshine. Heavy dandruff or falling hair usually indicates a diseased condition. Hair that is too oily or too dry is an indication that a physician should be consulted. Keep combs and brushes clean by frequent washing. It is useless to wash the hair carefully and then use a dirty comb or brush. Treat your scalp and hair kindly, for well-kept hair is a great aid to personal appearance and good grooming.

Good Mental Habits and Pleasing Manners. Your character and personality are to a large extent the sum of your habits. An admirable character or a pleasing personality is the product of good mental and emotional habits. No one enjoys a person who is cross and fretful. One with a pleasing disposition, however, always attracts worth-while friends into his or her circle. Cheerfulness, straight thinking, and a wholesome attitude toward one's fellow men are among the essentials of good mental health.

A well-mannered person is usually thought of as one whose conduct is gentle and courteous. In the truer sense, he is one who, in addition to his pleasing conduct, possesses fine principles, a high sense of honor, and a feeling of kindness toward others.

Thoughtful consideration for others is the essence of good manners. Do what is courteous and well-mannered because you are well-bred and not because you wish to impress others. One always admires the youth who has a gracious attitude toward his parents and friends, for no-

where are pleasing manners and a joyous spirit more beautiful than in the home.

Good Taste in Dress. The whole subject of clothing centers around the problem of good taste in dress, for when one dresses in good taste, one wears clothing that is appropriate and becoming, comfortable and healthful, clean and well cared for, and suitable for one's age and general circumstances, as well as the season and the occasion for which it is worn. The ability to know what is and what is not good taste is a matter of education and depends, to a large extent, upon one's understanding of what constitutes real beauty.

Taste in dress does not necessarily cost a great deal of money, but it does entail time, patience, and perseverance. You should willingly and gladly study your own type of personality to know your strong and weak points, as well as the lines and colors most becoming to you.

Clothes should always be becoming and appropriate. Clothing is appropriate when the right thing is worn at the right time, and when the occasion, season, time of day, and nature of the gathering are taken into consideration. Appropriate clothing will be discussed more in detail in a later chapter, while we will begin the study of becoming clothes here.

The selection of the most becoming clothing requires the application of the basic principles of color and design. The ability to apply the principles of color and design to our clothing cannot be learned in a few weeks or months, but requires continuous study and practice in applying them to our everyday surroundings.

Color in Dress. Color is one of the most important considerations in dress, for it is color that gives one the very first impression. Love of color does not necessarily mean the use of bright colors in strong contrasts. Beauti-

ful grayed colors with small spots of bright contrasting color for accent or emphasis show refinement in color selection. Color problems in dress include the selection of colors that are becoming to one's eyes, hair, and complexion, as well as the combining of harmonious colors in coats, dresses, hats, shoes, hosiery, and other accessories. Colors in the costume should also harmonize with one's environment and occupation. Dark, subdued colors suggest work; dainty colors suggest parties and special functions, while bright, sparkling colors are associated with play and outdoor life. Some colors are warm while others are cool; some suggest service, others ask for careful treatment; some seem heavy while others seem light.

Why Should We Study Colors? Few people realize the important part that color plays in life, but it is found everywhere. What colors can you see from where you are sitting? Do you stop to notice and appreciate the beautiful coloring in the skies, the trees, the hills, and the grass? The colors of the rainbow and of the rising and setting sun are especially interesting and beautiful.

Color Qualities. Colors have three qualities: hue, which is the name or quality by which we distinguish one color from another; value, or the degree of lightness or darkness of a color; and intensity, or the quality of brightness or dullness of a color. These qualities are as distinct from each other as the length, breadth, and thickness of an object.

Hue. Hue is the quality which gives a color its name. The three great divisions are the hues of yellow, red, and blue. Red and yellow are called the warm hues, suggesting, as they do, sunshine, fire, and cheerfulness, while blue suggests the coolness of the sky, water, ice, and distance. We learn to recognize and place various hues by studying the color circle.

Value. Value refers to the amount of light or dark that a color tone possesses. We speak of light, dark, and medium tones. Light values suggest daintiness, such as party dresses and summer clothes. Dark values suggest service, as in winter clothes, business, and street wear. Pink, blue, lavender, and yellow represent the light tones, while the dark colors are represented by dark brown, navy blue, and maroon. Colors that are neither light nor dark are called medium in tone. Tints refer to a light value of a normal color, while shades refer to a dark value.

Intensity. Intensity refers to the brightness or dullness of a color. Full intensity is the brightest tone possible. The opposite of brightness is neutrality or grayness, which means the brightness has been reduced or softened. Bright colors are used for emphasis, for example, in book bindings, flowers, pictures, and the trimming on a dress or hat. Bright, intense tones should be used in small areas. Grayed or softened tones are used for backgrounds in clothing, wall covering, and furniture. Softened or grayed backgrounds express refinement and charm. In general, the larger the area the softer the tone, and the smaller the area the brighter the color.

How Colors Are Made. Learning how colors or hues are made is helpful in color study. Blue, red, and yellow are the primary or fundamental hues, and the only colors that cannot be made by mixing other hues. All other colors can be made by mixing these three primary colors in various ways. By mixing all three primary colors in equal parts we have gray. By mixing any two primary colors in equal parts we have what is called the complementary color of the third. For example, blue and yellow produce green, which is complementary to red; yellow and red produce orange, the complement of blue; while red and blue produce violet, the complement of yellow.

Orange, green, and violet are called secondary colors. Yellow, orange, red, violet, blue, and green compose the six color families, and all other colors are related to one of these families. There are many variations of each of these color families. For example, the orange family has such colors as ecru, brown, tan, and burnt orange.

When primary and secondary colors are mixed, they produce intermediate hues, (1) yellow-green; (2) blue-green; (3) blue-violet or blue-purple; (4) red-purple or red-violet; (5) red-orange, and (6) yellow-orange. All different hues, shades, and tints are made by various mixtures of these primary, secondary, and intermediate colors, and for this reason a study of the color circle is necessary to the intelligent use of colors.

When Colors Are Softened or Grayed. Neutrality or grayness is produced by mixing complementary colors. By mixing equal parts of any color and its complement, such as red and green, we have gray, but when the proportions are unequal the predominating color is neutralized or grayed, and we say the color is softened in tone. Colors can also be softened or made more harmonious by "keying." Colors which are keyed have some color in common. For example, pure red and yellow may be keyed by mixing blue with each. Color can also be neutralized by putting a transparent fabric over another, as by wearing a collar of organdie or georgette over a too brightly colored dress.

White, black, and gray are called neutral because of their absence of color. They are often used to separate colors which would not go well together. The use of neutralized colors in large areas and the bright, more intense colors in small areas is helpful both in planning one's clothes and in home decoration.

Color and Texture. Different textures produce variations of the same color. A piece of flannel and a piece of

velvet material of the same shade of red will seem different because of the difference in texture. The appearance of texture depends upon the way the light falls upon the surface. Colors do not blend well in flat, glossy material like satin or shiny paint, and the effect is harsh and glaring. Color blends softly in surfaces that are more or less rough, as on "rough-finish" walls and rough-weave fabrics. A color in shiny material is more trying to the complexion than the same color in a rough weave. A smooth, shiny wallpaper is less attractive than the ones with rough texture. Highly polished furniture looks cheap compared to the same piece of furniture that is finished in a soft, unglazed polish. Stiff, shiny fabrics increase one's size and do not blend well with the natural lines of the figure.

When Colors Harmonize. Color harmony is a pleasing agreement of color tones used together. Color harmonies may be produced by contrast or by similarity. All colors are beautiful when used in the right place and in the right proportion. Every one chooses colors and color combinations, but not every one consciously chooses harmonious color combinations. Colors affect each other and produce different effects when used in different quantities and in varying degrees of lightness and brightness. Black, white, or gray can be added to any color harmony without changing the type of harmony.

One-Tone Harmonies. Tints and shades of one color are practically always pleasing. In a one-tone color harmony there is but one hue or color tone and the variation is in the value and intensity. Tones of the same color are always harmonious, for example, in using pale and deep yellow or in using shades of rose and pink. The various shades of brown so often used in costumes is an example of one-tone harmony. A brown-eyed girl whose costume is centered around browns and tans makes a pleasing picture. Pretty blue eyes suggest the possibility

of another one-tone color harmony, as does beautiful golden hair.

Adjacent Harmonies. Colors which are related in some way combine harmoniously and produce pleasing effects. Adjacent color combinations use colors which lie next to each other on the color circle and contain the same elements in different proportions. Examples are yellow-orange and orange; blue-violet, violet, and red-violet. Several hues containing a common color may be harmonious, for example, greens and blues, for blue is common to both; yellow and orange, for yellow is common to both. What is common to green, yellow and orange? This combination makes a pleasing combination for a living room.

Complementary Harmonies. When complementary colors are used together, each of the colors seems brighter. The complementary colors are directly across from each other on the color circle. Blue is complementary to orange, red to green, and yellow to violet. This is the most difficult color harmony to produce, because it offers the most violent contrast of color possible, thus giving an unpleasing effect, unless used very carefully.

Complementary colors should never be used in full intensity except when brilliant and startling effects are desired, and even then they should be combined with black, white or gray. A general rule to follow in using complementary or contrasting colors is to use a large mass of one color and a very small amount of the other, and the greater the contrast in colors used, the greater must be the difference in the amount of color used. When we want to use any color in full intensity, we should use it in small amounts and usually in combination with white, gray, or black. For example, a bright orange tie, flower, or bit of trimming might be used in a gray-blue costume, while equal amounts of bright orange and bright blue would not be pleasing.

Balance. Balance is one of the most important color problems. For example, in a dress of dull green and bright red, the red must be used in small quantities, for balance between bright and dull colors may only be secured by the sparing use of the bright color. Also large spots of dark color may be balanced by small spots of light color.

How increasingly interesting color study becomes as one realizes how much there is to learn!

Choosing Color for Yourself. In choosing color for yourself, consider first your personal coloring, such as hair, eyes, and complexion; second, your size; and third, your surroundings. Each person is an individual type, but most people can be classed as either blond or brunette. At one time, it was thought that red was only for brunettes and blue only for blonds. However, we now know that this rule does not always hold true. The hue and value of these colors are usually the determining factors. Some blues are beautiful on brunettes, and red is very becoming to the blond with a beautiful complexion. However, browns, golds, yellow, buff, cream, and white are usually becoming to brunettes, while the various shades of blue can usually be worn by blonds. As a rule, however, golden and red-haired people should not wear reds or yellows, but should stay with violets, blues and greens, while brunettes should stay with reds, orange and yellow. But there are all kinds of exceptions to these rules.

The color of the skin is the most important phase of one's personal coloring. What is the basic color of your skin? Usually the skin varies from white, through cream, yellow, yellow-orange, red-orange, and red-violet. Yellow and yellow-orange are most prominent in the sallow skin, while the skin with red-orange or red-violet is usually referred to as a ruddy skin. These represent the two extremes in complexion. Even when in perfect health, some

skins contain more yellow than others. A sallow skin grows uglier in contact with yellow. Since complementary colors intensify each other, a person with much yellow in the skin should not wear such colors as lavender, purple and bright blue because the color of the face, then, is emphasized by wearing complementary colors and by wearing colors of the same hue as the complexion.

If your skin is dull and delicate, avoid bright, flashy colors. Choose pastel and medium colors, such as a biege that is pinkish, orchid with strong pink, peach shades and warm tans that warm the tan of your skin, soft reds and browns, and soft greens with a bluish rather than a yellowish cast.

If your skin is florid as in red-cheeked, red-haired girls, avoid bright colors that clash with your over-florid coloring. For example, avoid reds and reddish purples. Navy and midnight blues are good, for they are moderate coloring. Use subdued colors, such as the pastels and medium shades, but not the warm pastels and medium shades used by those with dull or delicate skin. You want the cooler colors, such as gray, gray tans, duller greens, and blues, and brown that will reflect no pink or red in your too ruddy skin.

The very bright colors are only for those who have pure, bright complexions. A clear skin, clear eyes of definite color, white teeth, pink cheeks, good eyebrows, and lashes are attributes that are necessary for one who wears strong colors, such as orange, red, amber, or black.

Harmony with one's personal coloring is the first essential in choosing the color for a dress. To select the color most becoming to you, hold materials of the different colors up to your face and have your classmates or others give their opinion of the color most becoming to you. The skin tones determine more than either the hair or eyes the color most becoming to each person.

If the eyes are clear and bright, the dress might be chosen to repeat the color of the eyes. This would give the eyes more depth and beauty. If the eyes are pale or not especially pretty and the hair is beautiful, the dress should be chosen to bring out the beauty of the hair. A person with auburn hair has many opportunities for beautiful effects in color harmony. Most girls have good complexions, and they should select colors which will show them off to advantage.

Throughout the costume clothes should harmonize in color with the personality of the wearer and with the environment. Clothes that do not harmonize create a gaudy, cheap, and unattractive appearance. By studying carefully the color circle, together with your personal coloring, you should be able to select a color scheme for your wardrobe that will be both becoming and harmonious.

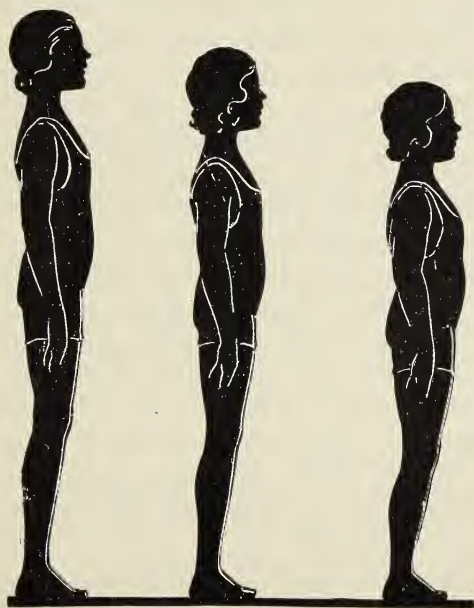
Your Wardrobe and Your Figure. Study your own figure in a full-length mirror or have a silhouette made. Your silhouette is the outline of your figure against a background of light. A silhouette will show your figure as a whole and should help you to decide whether the lines of your costume are becoming or not. The lines of your costume should be in harmony with or improve the lines of your figure.

Artists agree that the normal human body is the most beautifully proportioned of all natural objects. For this reason, garments that conform to the natural lines of the body are beautiful and interesting, while those that do not are apt to be ugly and in bad proportion.

For this reason, short, stout girls select designs that make them look taller and more slender, while tall, slender girls select clothes which make them look less slender and tall. In both cases, the girls are attempting to approach the proportion of the normal human body.

Good design in dress means that all lines or parts of the dress are harmonious and seem to belong together. A dress design is pleasing when there is the right relation between the lines used for decoration and the dress itself.

The design of a dress should have harmony and balance the same as that of a drawing. Jerky lines or lines that lead nowhere irritate, while a smooth sweep of lines is pleasing. The lines of a garment are made by the general shape or cut of the garment as well as by edges of the collar, cuffs, waistline, and hem of the skirt. For example, a dress may be cut on straight lines as the one-piece dress or in separate skirt and waist, while necklines may be round, square, or V-shaped. When trimming, such as lace or embroidery, is used to decorate a dress, the lines made by the trimming should harmonize with the lines of the dress.



Slender, Normal and Stout Figures.

Is Your Figure Normal, Stout, or Slender? Your figure will govern the choice of the lines of your clothes. Even though the lines of the dress are straight, your figure influences your silhouette, for the cut of your garment gives movement to your silhouette. For example, some skirts puff out from the waist, some flare

from the knees, while some cling tightly or appear narrower as you walk. A dress which forms a flaring silhouette is good for one who is too tall or too thin, because it gives width to the figure. But a heavy or stout figure appears to better advantage in a dress that is straight and narrow. Vertical, flowing, and unbroken lines add height and slenderness to the figure. These lines may be emphasized in various ways, for example, by figured material in which strips or decorative patterns run up and down, provided the strips are narrow and the stripes very small, as wide stripes and big figures increase one's width.

Long, contrasting panels create vertical lines and make one look taller. They should run the full length of the dress if one is short as well as stout. A belt cuts the figure in two and so does a short tunic or jacket of another color. A beltless dress, with an unbroken line from shoulder to hem, is better for a large figure. When the eye can follow without interruption from hat to shoes, the effect is flattering to the short or stout woman. A small matching hat and shoes and stockings that also match your costume make this long line possible. A wide-brimmed hat cuts the line and makes one look short, while a hat or shoes and stockings of contrasting color accentuate stoutness and seem to cut the head and feet off the figure.

Horizontal lines and broken lines should be the choice of the tall, thin girl. These may be lines created by tucks, ruffles, or a tunic. Lines may also be created by color contrast, as in material with horizontal stripes or big pattern or in a costume of two colors. Lines which cling to the figure impart slenderness, while lines which flow away from the figure, as ruffles or puffed sleeves, add breadth and are therefore the best choice for the girl who wishes to camouflage her height or thinness.

Your Clothes and You. Your clothes should have the same relation to you as the frame to a picture. Your

clothes should frame the picture of your beauty; they should express you and your individuality. Your clothes should fit your figure, your style, your coloring, and your personality. They should never subdue you, but should provide a proper background for your charms. Our clothes, rightly chosen, should not make us self-conscious.

Things to Remember

Some of the essentials of a charming personality are good health and correct posture, personal cleanliness and careful grooming, right mental habits and pleasing manners, and good taste in dress.

Perfect cleanliness is the keynote to good grooming and the first essential of a charming personal appearance.

Frequent baths should be taken to keep the body immaculately clean and free from disagreeable odors.

The face should be thoroughly cleaned each night and the pores left open. Proper food, exercise, sleep, and fresh air are the most effective cosmetics that can be used.

Teeth should be brushed frequently and regularly at least twice a day. A visit to the dentist at least twice a year is a good habit to form.

A neat appearance, charming manners, and a cheerful attitude are among the first essentials of good mental health. Unnecessary fretting and worrying are injurious to both health and vitality.

Clothes should harmonize in color with each other, with the wearer, and with the environment. Clothes that do not harmonize create a gaudy, cheap and unattractive appearance. Your clothes should fit your figure, your style, your coloring, and your personality. They should never subdue you, but should provide a proper background for your charms. The real test of an appropriate and well-chosen wardrobe is when we can forget our clothes and give our attention to other things.

Things to Do

1. Reread this chapter, listing questions and problems suggested. Discuss these in class.

2. Tell how posture is related to good health and personal appearance. What are some of the things that cause poor posture? List ways in which you can improve your posture.

3. Tell why frequent baths are necessary to good health and a pleasing personality. Describe one of your friends whom you think particularly attractive, neat, and well-groomed. Does his or her type of personal attractiveness and cleanliness conform to the rules in this chapter?
4. Make a plan for the daily, weekly, and occasional care of face, teeth, hair, hands, and feet.
5. Tell how you would choose a color for yourself. For your little sister. For your mother.
6. Describe a suitable and becoming spring wardrobe, with accessories, for yourself. A winter costume for a girl who lives in Wisconsin and one who lives in Georgia.
7. Discuss the relation of good manners and a cheerful disposition to a charming personality.
8. Write a 300-word paper on what it means to dress in good taste. Write a fifty-word paper on "Why I Desire to Dress in Good Taste."
9. Give reason for studying colors. Define hue, value, and intensity. Tell how colors are made. What are the primary and secondary colors? Make a color chart using water colors, crayolas, or paints.
10. Work out details for a costume of one-tone color harmony; another of related color; and a third using contrasting colors.
11. Make a plan for studying your own silhouette. A kodak picture taken in a bathing suit has been used in several classes. What is meant by good design in relation to your clothes? Give directions for a costume for a tall, thin girl; a short, fat girl; a very large person.

CHAPTER II

GOOD HEALTH AND CLOTHING HABITS

How May Clothes Contribute to Health? Clothing was first worn for ornamentation, later for protection. When properly selected and carefully planned, clothing can be made to serve both purposes. If properly selected it adds to one's chances for success in life both from the standpoint of appearance and health. When is clothing healthful? Clothing is healthful when it protects the body from sudden extremes of heat, cold, and dampness. Healthful clothing also permits freedom for play and the work activities and does not retard circulation or interfere with breathing. Healthful clothing is light in weight, easily cleaned, and porous, when worn next to the skin, allowing free circulation of air and making it possible for evaporation to take place readily.

Styles and Health. What is meant by style? We speak of the styles of yesterday, the styles of today, and the styles of tomorrow, and in doing so we are thinking in terms of the manner or mode of dressing during a certain period of time. Unfortunately, clothes in the prevailing style do not always contribute to good health. In fact, the feeling that clothes should contribute directly to the health of the wearer is a comparatively new idea. The late World War aroused much interest in the health of both men and women, showing, as it did, that a large number of men, as well as women, had weakened or deformed feet and other health defects due to some extent at least to unhygienic clothing.

History reveals that in many countries it was the custom of women of social distinction to deliberately handicap themselves so as not to be able to work. This was

accomplished in large part by the type of garments worn. For instance, the Chinese women of the upper class bound their feet and grew extremely long fingernails, thus making their feet and hands useless as far as manual work was concerned. Tight corsets and high heels are other examples of unhygienic habits, as are long, tight skirts, extremely tight collars, tight bust confiners, tight garters, and too heavy clothing. Girls and women of yesterday sometimes wore too many clothes and clothes that did not allow enough freedom to the body. Do girls of today sometimes wear too few clothes? Do they sometimes allow fads and fashions to make them "too thinly clad"? Do girls of today wear shoes that are uncomfortable? Have they ever allowed themselves to assume bad posture because it seemed to be popular? What clothing habits do you have that are not healthful?

Unhygienic clothing habits of various kinds have been noted in practically every age. But fortunately for the present the tendency is to avoid extremes in styles. We are learning how to select clothing that not only contributes to health, but at the same time accentuates the natural grace of the body.

Keeping the Body at Normal Temperature. When the body is in normal health, with all organs functioning at the best, the temperature is about 98.6 degrees Fahrenheit. This temperature remains practically the same and does not change unless one is ill. When the body temperature is low, there is a resultant chilly, shivering feeling and interference with the normal body processes. The body itself produces heat by the assimilation and use of food, and when exposed to the cold, additional heat is furnished by reactions which take place in the body. The body also cools itself by throwing off heat through the evaporation of moisture, about three pints of perspiration being given off every day. This moisture is constantly thrown off through

the pores of the skin, although we are not usually conscious of it. The amount of perspiration increases as the body becomes warmer. Thus the body keeps its temperature normal by conserving heat when it is exposed to the cold, and by increasing the perspiration when it becomes too warm.

Clothing and Body Temperature. Clothing rightly chosen may be made to assist in keeping the body warm in cold weather and cool in hot weather. Our clothes should protect us from all kinds of weather. Too little or too much clothing alike makes one uncomfortable.

Too many clothes make the body too warm. The pores of the skin then open to throw off the excess heat. If this loss of heat is continued too long, it lowers body resistance and makes one more susceptible to colds, influenza, tonsillitis, and other communicable diseases. With too few clothes in cold weather there is also a loss of body heat, which results in the too rapid lowering of the body temperature, and especially upon going outdoors. Going from a well-heated house to the outdoor cold or even from a warm room to a cold room calls for extra clothing. This extra clothing will prevent the body from cooling off too suddenly and give the body opportunity to adjust itself to the change in temperature.

When clothing is not sufficient to keep one warm, one should keep walking and exercising to produce more body heat. When one's clothing is damp or wet, as from rain or perspiration from strenuous activity, exercise will help to keep up the body temperature until convenient to change clothing or put on an extra wrap. When the body and clothes are wet or damp from perspiration, this moisture chills the body. In such a case an extra wrap will prevent chilling. This is why basketball and football players wrap up in blankets when they stop to rest after strenuous play-

ing. Another example is the care given race horses when the race is over.

When Warm Clothing Is Needed. In cold weather we wear clothing to protect us from the cold and to conserve body heat. Whatever holds heat is said to be a poor conductor of heat. Therefore, warm clothing is clothing that holds the body heat and protects us from the cold. Air is known to be a poor conductor of heat, hence garments that are full of open spaces are best for winter, because these open spaces are filled with air which will not let the warmth escape. Garments that are worn next to the skin are most important in saving body heat. Loosely woven or knitted materials with many tiny open spaces hold the air.

Woolen clothing is warmest because a woolen fabric is the poorest conductor of heat of all fabrics. Silk is a better conductor of heat than wool; cotton is a better conductor of heat than silk, and linen is the best conductor of heat of all fibers.

The warmest way to dress is to wear woolen undergarments next to the skin. But woolen underclothes are too warm for ordinary wear. In extremely cold weather, when the house is not warm or when one lives much outdoors, a partly woolen undergarment is desirable. When well and strong, we do not need wool next to the skin, but woolen outer garments are best because they conserve the heat and protect us against cold and dampness.

Open mesh weaves in sweaters and other knitted garments do not make good outer garments because the wind penetrates easily. Two garments of light weight are better than one heavy garment, because of the layer of body-warmed air between the two garments. Wearing a sweater under a heavy coat is a good way to dress in extremely cold weather.

People used to believe that babies should wear woolen shirts even in the summer of hot climates. While there is some difference in opinion as to what babies should wear, even among specialists, it is generally believed that babies and older children have in the past worn too many clothes and that woolen garments are not necessary in our modern heated houses. Combinations of wool and silk or wool and cotton underclothes are now being used when some wool is wanted. Overheating the body causes more perspiration than normal and should be avoided. In fact, dressing too warmly is perhaps more harmful to the body than insufficient clothing.

When Keeping Cool Is Necessary. The body is kept cool both by the normal evaporation of moisture and by the type of clothes which is worn. The pores of the skin give off moisture when the body is too warm. This moisture throws off heat, thus cooling the body. In selecting clothing to keep us warm in cold weather, we learned that we should select fabrics that are poor conductors of heat; hence to keep cool, we should select fabrics that are the best conductors of heat. Cotton and linen are the best conductors of heat and are usually worn in summer. The best clothing to wear in warm weather is the kind that absorbs moisture and allows the air to circulate freely. Open-mesh fabrics absorb moisture and are good conductors of heat because they permit the air to circulate over the skin. Closely woven fabrics do not absorb moisture. Knitted union suits are therefore cooler than closely woven undersuits.

In extremely hot climates the air may be warmer than the body. In these countries clothing is worn to protect the body from the heat. For example, large felt hats are sometimes worn to protect the body from the hot sun. In hot climates light clothing is worn almost exclusively because dark colors absorb more heat than light colors.

As little clothing as possible should be worn in the summer. And since the direct rays of the sun and sky light are so valuable to the human body, we should learn to dress so as to take advantage of it. Sun baths are valuable for grown-ups as well as children, and should be taken as often as possible. Sea bathing has long been considered very healthful. But much of its value lies in the outdoor air, direct sunshine, and exercise. In fact, sea baths would be beneficial on dry land—even in one's back yard.

Cleanliness and Charm. Nothing contributes more to one's personal charm and daintiness than clean underclothes and a clean body. Clean clothing increases one's self-respect. The best kind of clothing is that which is easy to clean and capable of standing the strain of constant renovation. Clothing worn next to the skin absorbs the wastes that are thrown off through the skin—the perspiration and certain oily secretions which collect on the skin. These are carried away by the clothing and by bathing. Frequent use of soap and water is necessary to keep the skin clean. But even the daily bath does not carry away all the excretions from the body. There still remains a certain amount of the oily secretions and perspiration which is later taken up by the undergarments. Therefore we should change undergarments daily or at least after each bath. Clothes worn during the day should not be worn at night, but should be hung on a chair near an open window so they can air. Night clothes should be thoroughly aired during the day. It is better to form the habit of hanging night clothes on a certain hook in the closet than to fold them away.

Because undergarments must be laundered frequently, it is important that we select the kind that can be easily washed and kept fresh and clean. Wool is hard to cleanse

because it absorbs and holds the oily secretions of the skin more than any other fiber.

Silk is a clean fiber and with careful laundering can be kept clean; but silk is rather expensive. Linen makes an ideal material for underdress from the standpoint of health and laundering qualities; but linen is scarce and hence too expensive for general use. Cotton absorbs moisture almost as readily as linen, and is almost as durable. Cotton is comparatively cheap and launders easily. Rayon, which is called the man-made fiber, has some of the desirable qualities of both cotton and silk and is being used more and more for undergarments. Rayon is more expensive than ordinary cotton goods and must be laundered with more care. You will learn about these various fabrics as well as the selection of undergarments later.

What to Wear When It Rains. Rubberized and waterproof garments and hats that keep out moisture should be worn in bad weather. These are non-absorbent materials and do not permit the circulation of air. For this reason, the best rubberized garments have air ventilators. The body needs air to carry away odors and to carry away moisture. In fact, the skin is invigorated by fresh air. The right kind of clothes should provide for ventilation in order to maintain health. Raincoats and rubber garments should not be worn except when necessary. Children and older people should remember to remove rubber garments as soon as possible; and school children should never sit in the classroom wearing these garments. When clothing is wet, the blood is driven away from the outer surface of the body, through the chilling and contraction of the pores of the skin. Therefore when the clothing is wet, as a result of being caught in the rain, it is necessary to change the garments as soon as possible. When the change is long delayed, keep exercising in order to cause the blood to carry more heat to the surface.

Healthful Clothing and Freedom. Healthful clothing permits freedom for play and outdoor activities and does not retard the circulation, interfere with breathing, or make one uncomfortable in any way. Tight garments prevent the proper circulation of the blood, interfere with the movements of the muscles, and prevent deep breathing. Ill-fitting shoes and stockings cause weakened and deformed feet. Heavy garments are fatiguing, especially when they hang from the hips. Garments that are light in weight and free from tight bands permit easy movement, promote good circulation, and encourage the proper development of the body. When any part of our clothing, whether it is our shoes, hat, collar, gloves, or hose, is too tight, our physical well-being is threatened. Tight garments are not only injurious to our health, but to our appearance and disposition.

What About Your Shoes? Do you wear the right kind of shoes? Success in many games and sports, as well as in many vocations, depends to a large extent upon the feet. The feet have hard work to do. They support the weight of the body and make it possible to go from place to place. Running, jumping, and all kinds of exercise are little enjoyed when the feet are uncomfortable. Painful and severe disorders of the feet are usually caused by ill-fitting shoes. Properly fitting shoes give support to the feet just where it is needed, thus preserving their natural shape. Well-fitting shoes contribute both to comfort and health, and they are necessary also to efficient work and play. Unless the shoes are properly fitted, they lose their shape and look very untidy and unattractive. Such shoes will spoil the looks of a most attractive gown. Run-over shoes also throw the body out of balance by putting all the weight on one side and causing injury to the arches.

When you buy shoes, always have your feet measured rather than to give a certain size, and insist upon having

it, because you may have lost or gained flesh in your feet the same as any other portion of the body. Shoe manufacturers have individual types of shoes, and therefore the sizes do not coincide on a standardized shape and size of last. Shoes are made on lasts of varying sizes, and the last used by one manufacturer may be either smaller or larger than the last that is used by another.

Shoes should not be tight. Tight shoes cause discomfort and detract from the appearance of one's feet. No one ever appeared graceful or at ease in an uncomfortable shoe. It is not only economical to have several pairs of shoes, but it is restful to the feet to change shoes and stockings when the feet are tired.

What Are the Requirements of a Properly Fitted Shoe? Shoes should be the right size, the right shape, and soft and flexible. Shoes should be neither too large nor too small. Test the size of the shoe by standing and feeling the foot inside the shoe. The shoe should fit snugly enough so as not to allow the foot to move about freely, but it should not be so small that it stretches the leather tightly across the foot. In other words, it should feel comfortable and easy on the foot even though it fits rather snugly. It should be long enough so that the toes do not press against the front of the shoe. Test the length with all the weight on the foot. Test each shoe separately, as your feet may not be exactly the same size; then, too, the shoes may vary slightly. The shoe should be broad enough so that the foot rests flat in the sole when the weight is on the foot.

Stand while the salesman measures your foot. Your foot is a little larger when you stand. Shoes that are too short cause great discomfort to the feet. Corns and bunions are caused by ill-fitting shoes. High heels throw the feet too far into the toes of the shoes, in fact they throw the whole body out of its natural position.

What Causes Flat Feet? Flat feet are caused by poor nutrition, wrong methods of walking, and improperly fitted shoes. The muscles which hold the arches of the feet in place need to be strong. When they are weakened by one of these causes, flat feet often result. Walking with the feet parallel preserves the arches. For flat feet, consult one who has made a special study of the proper care of feet. Wear arch supports only upon his advice, for instead he may advise special exercise and diet to strengthen the muscles and build up your general health.

When Stockings Are Harmful. Wearing the right stockings or socks is almost as important as wearing the right shoes. If hose are too short, the toes are pushed backward, and ingrown nails, bunions, and corns are caused. A stocking which is too long for the foot wrinkles and rubs the skin, often causing blisters. Garters worn around the leg are injurious, due to the fact that if they are worn snugly enough to hold the stockings up they are too tight and interfere with the circulation of the blood.

Health and Clothing Care. Keeping our clothes clean is a good habit to form. Regular daily care not only keeps our clothes more hygienic, but adds to their wearing qualities. Clean clothes enhance personal charm and attractiveness. Boys and girls are better groomed if they learn to assume the responsibility of caring for their own clothing.

All articles of apparel should be kept mended and in good repair. If this is done as soon as the rip or tear appears, it will not be hard to keep clothing always neat and in good condition. It is only when we continually neglect them that repairs accumulate and make clothing care a hard task. The daily care of clothing is made easy by the constant use of irons, brushes, hangers, and mend-

ing baskets. "A stitch in time saves nine" is an old adage that needs no explanation.

"Protectors," which may be made of old garments, sheets or muslin should be used to protect those garments which are seldom worn. Wearing an apron or smock



"A Place for Everything and Everything in Its Place."

when you do housework is a good habit to form. Clothes hangers keep clothes in shape, brushes keep clothes clean, sunshine and fresh air keep them fresh, and the iron drives away ugly wrinkles.

Keeping well dressed at all times requires the formation and practice of daily habits of neatness and cleanliness. Can you answer "yes" to the following questions:

1. Do you hang your clothes on clothes hangers?

Clothes hangers save wrinkles, keep clothes in shape and make your room look more orderly. How much do clothes hangers cost? Suggest ways to make home-made hangers.

2. Do you brush and air your clothes often?

Clothes look old and dingy when dirty and covered with lint. A thorough brushing with a good whisk broom or clothes brush is necessary practically every time a woollen garment is worn. Let your silk and woollen clothes hang in the open air for several hours each week when possible.

3. Do you know how to press your clothes?

Woollen and silk garments should be pressed on the wrong side. When pressing woollen garments, place a damp cloth over the garment and then pass a hot iron over it. This will steam the cloth and take out the wrinkles.

4. Do you have a closet in your room?

If not, perhaps you can make one with a shelf, some hooks, and a curtain. Every closet should have at least one shelf for hat boxes and other articles which cannot be hung up. Laundry bags, shoe shelves, and wall pockets are other conveniences.

5. Do you know how to store your clothes?

An extra closet for between-season clothes and those which are not frequently worn is a convenience. Before storing clothes see that they are free from dust and lint. Sunshine and fresh air are enemies of moths. Moths prefer dirty garments. Remove all spots, dust and dirt, and dry-clean if necessary, before putting your clothes in air-tight boxes or bags, or wrapping in newspapers for storage. Moths do not like the odor of cedar chips and moth balls, but odor will not prevent the hatching of eggs that are left in the garment. Furs should be kept in cold storage. Most department stores furnish storage service at a comparatively low cost. Write the United States Department of Agriculture, Washington, D. C., for Farmers Bulletin No. 1353, *Clothing Moths and Their Control*, price 10c.

6. Do you give your shoes the proper care?

Shoes should be placed on shoe trees. If this is impossible, stuffing the toes with paper will keep them from losing shape. Rubbers should be worn in wet weather to protect your shoes. Shoes that need polishing or shoes that are run over are not only unattractive, but are injurious to one's health, as they cause incorrect posture. Shoes which are wet or muddy should be dried and cleaned before being placed on shoe trees. Leather shoes should not be dried in front of a fire lest they become hard and stiff.

7. Are your rubbers ready for use?

Rubbers should be kept in good repair. This can be easily done with the use of adhesive tape whenever a rip appears. Muddy rubbers should be allowed to dry, and after the mud is scraped from them as much as possible, they should be washed thoroughly with a piece of newspaper.

8. Do you keep your stockings clean?

Frequent laundering of stockings will cause them to wear much longer. One should not wear stockings longer than two days without washing. It is better to wash silk stockings after each wearing. Colored and white stockings should be washed separately in suds made with a neutral soap. They should be dried inside the house or in the shade. Be sure to keep your hose well mended. If a runner appears, a piece of soap rubbed over the end of the runner will stop it until you can mend it.

9. Do you sometimes dust your hats?

Hats should be brushed and kept in boxes or bags when not in use. Dust may be wiped from a straw hat with a cloth dampened in cold water.

10. Are your gloves clean and mended?

After being removed, gloves should be pulled into shape, folded and placed in a glove box or in the corner of the drawer used for accessories. Washable gloves should be washed in suds with olive oil soap. The suds should be rinsed out thoroughly. Cotton and silk gloves are washed in the same way. Gloves should be mended as soon as they rip or become worn.

11. Do you know how to remove spots and stains from your clothing?

Spots should be removed immediately, especially from woolen garments, as dust settles in them and makes later cleaning more difficult. Many spots, such as those made with sugar, can be removed by sponging with clean water. Commercial cleaning fluids may be purchased at any drug store with detailed directions for their use. You will learn more about this problem later. In the meantime, send for the following bulletin, which is free: *Farmers Bulletin No. 1474, Stain Removal from Fabrics; Home Methods*. Write to the Office of Information, United States Department of Agriculture, Washington, D. C.

12. Do you know how to launder your clothes?

We all have some responsibility in helping with the home laundry problem. We may help with the laundry if it is done at home, or we may get the clothes ready for the commercial laundry and check them upon their return. Again, we may do some of our personal laundry, such as stockings, handkerchiefs, and underwear. This problem will also be discussed later, but in the meantime you may be interested in visiting a commercial laundry and in sending for the following bulletins, which are free: *Farmers Bulletin No. 1497, Methods and Equipment for Home Laundering*, Office of Information, Washington, D. C., Department of Agriculture; *Approved Methods of Home Laundry*, Procter and Gamble Company, Dallas, Texas.

Relation of Clothing to Health and Beauty. Whatever adds to one's happiness and comfort usually promotes health and beauty. Then nothing can be of more importance than the study of clothing in relation to health. Imagine yourself wearing inappropriate clothes or clothing that needs repair and cleaning. Could you be happy in such a case? Would you appear or feel at your best?

A Clothing and Health Score Card. If you wish to wear healthful clothing, perhaps you will be interested in making a score card as a means of checking up on your clothing and health habits. You may be following

styles that are injurious to your health. But if you give consideration to your health when you plan your clothes, you will be careful about keeping your body at the normal temperature. Dress properly in winter and in summer, wear suitable clothing when it rains, know how to select hygienic underclothing, know what clothing is most suitable for outer garments, wear well-fitting and comfortable shoes and stockings, keep your rubbers, shoes, and stockings in good repair, hang your dresses and coats on coat hangers, keep your closet neat and orderly, practice daily habits of neatness and personal cleanliness, mend your clothes when they need it, and help your younger brothers and sisters to acquire correct health and clothing habits.

Imagine that you are permitted to select a completely new wardrobe for yourself. What kind of coats, dresses, undergarments, hats, shoes, hose, gloves, and other accessories would you choose? Because you have so recently studied clothing in relation to health, would you not give health first consideration in selecting this new wardrobe?

Things to Remember

Beauty, health, and outdoor sports are closely related. Hygienic habits contribute to both health and beauty; health and beauty contribute to both happiness and contentment.

Clothing, properly selected, adds to one's chances for success in life from the standpoint of both appearance and health.

Nothing contributes more to one's personal charm than clean underclothes and a clean body. Clean clothing increases one's self-respect. The cheapest kind of clothing is that which is easy to clean and capable of standing the strain of constant renovation.

Healthful clothing permits freedom for play and outdoor activities and does not retard circulation, interfere with breathing, or make one uncomfortable in any way.

Improperly fitted shoes and stockings cause weakened and deformed feet. Freedom of movement is necessary to grace, health, and comfort. Uncomfortable clothing is injurious to both health

and personality. When you buy shoes always have your feet measured while standing. The properly fitted shoe should be the right size, the right shape, soft and flexible, neither too large nor too small. In other words, it should feel comfortable and easy on the foot, even though it fits rather snugly.

Regular daily care makes clothes more hygienic, adds to their wearing qualities, and to one's personal charm and attractiveness. All articles of clothing should be kept mended and in good repair. The daily care of clothing requires the constant use of irons, brushes, hangers, and mending baskets. Being well dressed at all times requires daily habits of neatness and cleanliness.

Things to Do

1. List some of the chief questions in this chapter for class discussion.

2. Write a fifty-word paragraph on "The Value of Sea Baths." Tell how many of its advantages may be obtained at home.

3. Explain how clothing may assist the body in maintaining its normal temperature. From your own experience, or from that of others, explain how the wearing of too many or too few clothes is unhealthful.

4. Describe briefly the various textile fabrics and tell how each is suited to various seasons of the year.

5. List the things needed for an ideal rainy day costume. Secure prices from local stores. Give directions for the care of this costume when not in use.

6. Discuss the value of wearing correctly fitted shoes and stockings.

7. Give examples of styles which have not always contributed to good health.

8. Read again the questions on "Health and Clothing Care." Discuss the two topics that you consider most important.

9. Write a 300-word paper on the "Relation of Clothing to Health and Beauty."

10. Make a good health and clothing score card for use at home and school.

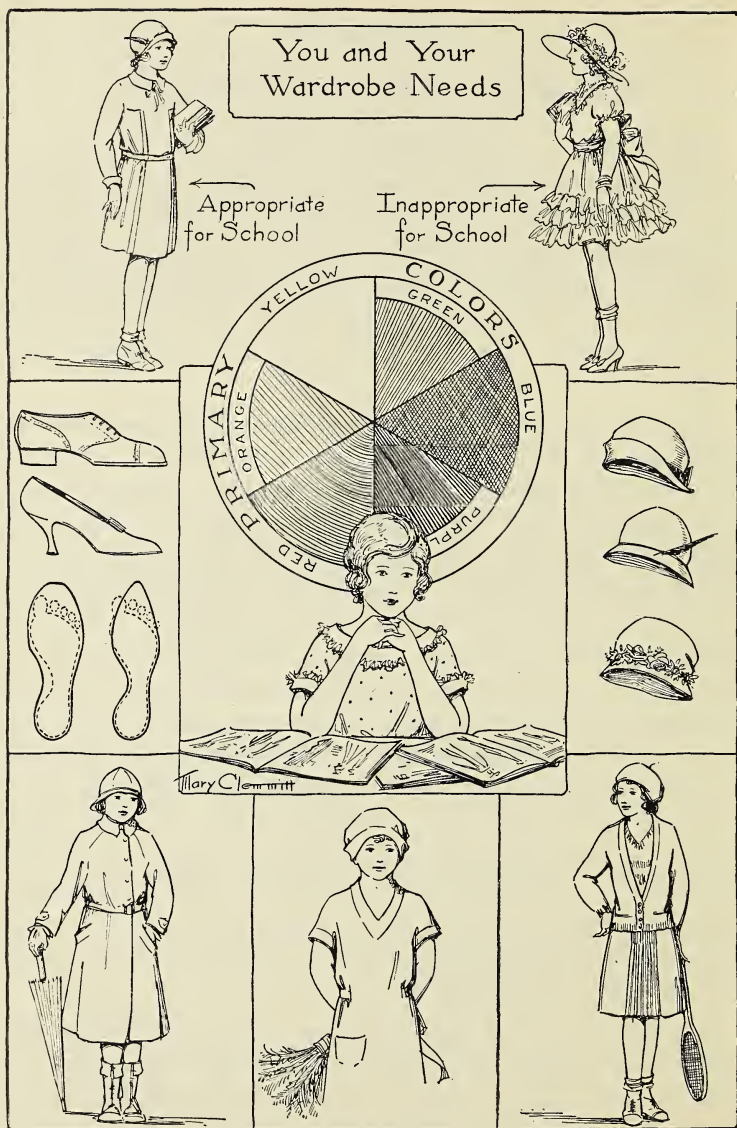
CHAPTER III

YOU AND YOUR WARDROBE NEEDS

What Are Your Wardrobe Needs? Do you have a well-planned wardrobe containing clothing that is suitable for all occasions, such as appropriate clothing for school, for housework, and for social affairs? List the garments which you now have. Make a list of additional garments that you need. How did you determine what garments you will need? Do you have some garments you never wear?

The use or purpose of one's clothes should receive first consideration in planning the wardrobe, for the material, the color, the design, and cost depend, to a large extent, upon the purpose of each garment. Think of your wardrobe in terms of your activities and the occasions for which you need clothes. If you plan your wardrobe wisely, you can be well dressed for every occasion. A common mistake that is made in selecting clothes is that we do not always analyze our wardrobe needs before making purchases. And we frequently buy garments because they are pretty or stylish, without first considering our individual wardrobe needs. It is true that the wardrobe needs of each individual vary, but almost anyone can safely divide her wardrobe into appropriate clothes for home and housework, for school or business, for street and shopping, for church and calls, for sport and outdoor activities, and for other social activities. Appropriateness is the test of good taste in dress.

Clothes That Are Appropriate. Party clothes for parties; work clothes for work; sport clothes for sports are among the rules for appropriate wearing apparel, which do not change with age, fashion, or style. Knowing what



to wear on a given occasion relieves anyone from self-consciousness and embarrassment.

Clothes are appropriate that are becoming to the wearer from the standpoint of color, line, material, and general style. Clothes must also suit the time as well as the occasion on which they are worn, and must be in keeping with one's general surroundings. A costume may be beautiful in itself, but if not appropriate to the occasion, the effect is very unsatisfactory. Examples of clothes which are not suitable to the occasion are party dresses at school and sport clothes at a formal tea. What other examples can you give?

Environment and social customs should determine the type of garment to be worn. It is true that customs differ in various countries and in different communities of the same country. In small communities, a voile, organdy, or silk gown would be suitable for a dinner party, but in a larger city the gown would have to be more expensive and elaborate. Each type may be beautiful and becoming if it fits harmoniously into the social environment. This probably accounts for the trite saying, "When in Rome, do as the Romans do," but it should not be taken too seriously, as good taste in dress is always commendable.

Clothes should also be appropriate to one's age. When school girls dress too much like mothers, or vice versa, the effect is not pleasing. Every girl or woman has a right to be as attractive, charming, and youthful as possible, but sometimes youthful styles make one look older. Simplicity and comfort are essentials of children's clothes.

Appropriate dress also includes the right kind of clothes for various climates and seasons and the time of day. Physical comfort influences the appropriateness of clothes for hot and cold climates and the four seasons. Sensible people refuse to wear clothes out of season if they cause discomfort.

Clothing should also be appropriate to one's social position and in keeping with the family income. When clothing is too elaborate or too expensive, it gives the wrong impression and may cause the community to expect too much from one's family. For example, when boys and girls give the impression that they have more wealth than they really have, it may cause unnecessary demands to be made upon their parents in the way of contributions to community chest drives and other community activities. Then, too, false standards should always be avoided. One family in a community that lives beyond its means may raise the cost of living for everyone in the community. Good taste as well as good morals demands that one dress in keeping with the family finances. On the other hand, it gives one poise and self-assurance to be able to dress as well as others and in harmony with one's social group.

A Girl's Wardrobe. Girls' clothing should be simple, wearable, and gay in color. In general, one should wear what is stylish unless it interferes with one's health or is personally unbecoming. Give careful thought to the use that will be given a new garment as well as the combinations that it requires before purchasing it.

Many girls make the mistake of buying clothes because they look well on someone else or represent the latest fashions, when as a matter of fact such costumes do not harmonize with their personalities. Buy carefully at sales; a dress which is cheap but of no real use is an expensive purchase. Buy only what you need and what is becoming to you. Make your clothes express your personality.

Utility Dress for Girls. A good suit or a plain tailored dress is an indispensable part of any girl's wardrobe. A hat should always be worn with a suit or a street dress, and should be simple, serviceable, and becoming. Good-

looking oxfords, with hose, gloves, and bag, and other accessories to harmonize, complete this utility costume for girls. It is appropriate for such occasions as school, business, street, shopping, church, and informal calls.

House Dresses. House dresses should be simple and easily renovated. Gay colors are suitable and becoming to them. The fabrics that wash are most desirable for this type of dress. The costume for housework should be comfortable in design and attractive in appearance. Aprons protect one's clothes and can be pretty and becoming besides. Oxford-style shoes fit in nicely with house dresses because they are comfortable and easily cared for.

Clothing for School and Business Wear. Clothing for school wear should allow freedom of action in order to give girls the opportunity to develop their bodies in grace and strength. School dresses should be durable and so easily cared for as to save the time usually devoted to the care of more elaborate dresses. School dresses should satisfy the girl's desire for self-expression and her love of beauty.

Appropriate dress is an asset in the business or professional world. The girl's entire costume should be neat and businesslike. Tailored suits are always acceptable, and their monotony can be relieved by simple one-piece dresses of cotton, wool, or dark silk, with a dainty collar or trimming for style. Shoes should be well fitting and neat. Fragile and elaborate garments and inappropriate jewelry should never be worn for business.

The Street Costume. For the street, one should dress neatly and attractively. One of the main objects is to dress so as not to be conspicuous. The dress should be stylish and becoming, with harmonious accessories. The street costume should be dark and dull enough in color

not to soil easily and quickly. Simple hats contribute style to the street costume. Suits and tailored or semi-tailored dresses make an appropriate costume for street wear.

Sports Clothes. Sports clothes are more gay, picturesque, and individual than any other type of clothes. They should allow freedom of movement and active exercise. They should be simple in construction and durable. Comfortable shoes are a necessary part of the correct sports costume. Skirt or knickers with sweater, middie, or blouse, and one-piece dresses which allow freedom of action are suitable. Accessories should be striking and gay but not "fussy." Sport hats of felt or other light and comfortable materials should shade the eyes and stay on well.

Party Clothes. Party clothes should be chosen mainly for beauty and becomingness. For informal dinners and afternoon parties, a pretty afternoon frock is suitable. With an afternoon dress, rather plain slippers or dress pumps and silk stockings which blend with the dress should be worn. A girl who goes to dances or formal evening parties really needs an evening dress, with slippers and silk stockings to match the dress. Evening clothes should be in keeping with the remainder of the wardrobe and appropriate to the occasion on which one wears them. They should also be in keeping with one's social position and financial status. It is bad taste to dress more elaborately than one can afford, or to be elaborately dressed for an occasion which calls for simplicity.

Hats and Gloves. A hat is worn by a girl to church, luncheons, teas, matinees, church weddings, funerals, and garden parties, and always on the street. With plain, simple dresses, wear plain, simple hats. Elaborate dress hats are only correct with rather fancy dresses at an afternoon party. Hats are usually not worn with evening

dresses. Gloves are usually worn with a suit for street or business dress. Gloves and hats are always worn at church by women and girls. Gloves are removed entirely at luncheons and teas and in restaurants. At a tea, gloves are left on until the wearer is served.

Some Don'ts for Girls

Do not wear dainty silk stockings and high-heeled, thin-soled shoes with sports clothes. On the other hand, heavy wool stockings of elaborate design are not good form except with sports clothes.

Do not wear party dresses to school or to work.

Never appear in satin slippers or old party slippers at school or at work.

Do not wear satin slippers with a suit, or sport shoes with an afternoon frock.

Do not clean your nails or comb your hair at a desk, counter, or even in the elevator.

Do not use perfume to such an extent that the passer-by or the person sitting next to you is aware of the odor.

Clothes for Boys. Boys and men are just as much interested in presenting a good appearance as girls and women. Many boys help in selecting their wardrobes. They also help with keeping their clothing in order. Then shall we agree that all boys, as well as girls, should learn how to select and care for their own wardrobe? Appropriate dress for boys as well as girls consists in having clothes that are suitable for the chosen occasion, with each part of the costume harmonizing with other parts. This means that shoes, socks, gloves, tie, shirt, and hat are in accord. Giving thought to appropriate dress is really of as much importance to boys as to girls.

The Dark Suit. A dark suit is a good investment for any boy, because the dark suit is suitable for school, office, church, calls, informal dances, and informal dinners. Wearing a soft felt hat, black shoes, and gray suede gloves, a boy is appropriately dressed for almost any occasion. But he must remember to keep his suit cleaned and pressed, his shoes blacked and well polished, his collar immaculate, his handkerchief white and clean, his socks and ties conservative, and all harmonizing together and with his suit.

Sports Clothes for Boys. Sports clothes are usually made of heavy, gay woolens, and are very attractive. But they are most suitable for such occasions as golfing, hiking, boating, camping, mountain climbing, and country club wear. Sports clothes are not suitable for business and street wear, social calls, or the church and theater. Knickerbockers, sweaters, and golf hose are all included in this group.

Evening Clothes. The tuxedo for boys in their late teens who often go to dances or evening parties is perhaps the most useful and practical purchase. What does a boy wear with a tuxedo? The accessories consist of a white linen shirt with pleated bosom, a stiff linen collar, a black bow tie, plain black silk hose, patent leather or calfskin pumps, a plain washable waistcoat of silk or satin, a plain white linen handkerchief, and gloves of gray or khaki-colored doeskin. An overcoat is usually worn with a tuxedo, even when the temperature does not demand it, to prevent the wearer from appearing conspicuous on the street. A muffler of plain black or white may be included. Tuxedos are never worn until after six o'clock in the evening. Gray vests and colored handkerchiefs are not appropriate with this costume.

Boys' Gloves and Coats. Gloves are not now considered necessary for boys on all occasions. Gray suede

gloves, however, are nearly always correct. A boy should remove his right glove to shake hands. He should remove his hat in a private house and also take off his gloves and leave them with his hat. When a boy calls, he removes his hat, overcoat, and gloves before entering the living room, if entrance is made through a hall.

“Coats on inside the house” is an invariable rule for boys to follow if women or girls are present or apt to put in an appearance. Outdoors a boy may take off his coat, but he is expected to wear his coat in an office or store. During extremely hot weather, exceptions are naturally made to this rule.

Boys and Good Grooming. A great many clothes are unnecessary, but what a boy has should be of good quality. They should suit his personality and should be appropriate for the occasions on which they are worn. Clothes need not be new, but they should be neat, spotless, well pressed, and appropriate. Carelessness and too much haste in dressing may lead to embarrassment. Unpolished shoes, frayed or too-tight collars, and neckties that will not stay in place attract the attention of others and cause the wearer to be awkward or self-conscious. To be well groomed, boys should make regular use of clothes, shoe, and tooth brushes. Combs and hair brushes should be clean and ready for use at all times.

The odor of perspiration should be avoided by bathing frequently and by frequently changing underclothes. Breath odors, sometimes due to carelessness in the care of the teeth, should also be avoided. A physician should be consulted if bad breath is not due to neglect of the teeth. Perfume should not be used at all.

What toilet articles does a boy need for use in caring for his hands, his teeth, his hair, his skin?

Are You Well Dressed? It is generally best to dress as others do and never more elaborately. Dressing beyond one's means should be avoided because it is never in good taste. Always wear the simplest thing when in doubt as to what to wear. One really does not need a great many clothes. But those one has should be of good quality and design, possess the right color, appear becoming in style, and be suitable for the occasion where they are to be worn. Never try to be the most elaborately dressed person present. Clothes need only to be spotless, well pressed, and appropriate. Much self-consciousness is caused by wearing clothing that keeps calling the wearer's attention to himself when his whole mind should be on other things. Learn to dress so as to forget yourself.

It is worth while to make a special study of our clothing needs. Good taste is largely a matter of education, therefore, keep in mind the following quotations:

"Good taste in dress means wearing the right thing at the right time."

"Right dress is that which is fit for the station in life and the work to be done in it, and that which is graceful, becoming, lasting, healthful, easy; on occasions splendid, and always as beautiful as possible."

"Simplicity is not plainness, stupidity, nor poverty, but the very foundation of beauty and refinement."

Score Card of Personal Appearance. Make a score card, using the following main divisions, and check yourself by it: good health, correct posture, personal cleanliness, careful grooming, right mental habits, pleasing manners, good taste in dress. Are these topics of equal importance? What other topics would you add to this list? What sub-topics should be made under each of your main divisions?

Perhaps the following score card for general appearance which was compiled by the Merrill Palmer School, Detroit, Michigan, will assist you in making your own score card.

Score Card for General Appearance

| | | Points |
|----------------------|----|--------|
| APPROPRIATENESS: | | 20 |
| Dress | 10 | |
| Accessories of Dress | 10 | |
| BECOMINGNESS: | | 20 |
| Color | 10 | |
| Design | 10 | |
| NEATNESS: | | 10 |
| FASHION: | | 10 |
| CLEANLINESS: | | 20 |
| Personal | 10 | |
| Clothing | 10 | |
| HAIR: | | 20 |
| Neatness | 10 | |
| Becomingness | 10 | |
| Total | | 100 |

Things to Remember

The use or purpose of one's clothes should receive first consideration, for the material, color, design, and cost depend, to a large extent, upon the purpose of the garment.

Appropriate clothes are those that are becoming from the standpoint of color, line, material, and general style. They are suited to the time as well as to the occasion, and fit into one's general surroundings. Environment and social occasions determine the type of garment that should be worn.

Appropriate dress also includes the right kind of clothes for various climates and seasons, as well as the time of day. One's physical comfort has much to do with appropriate clothes for hot and cold climates, as well as for the various seasons. Sensible people refuse to wear out-of-season clothes which make them uncomfortable. In general, one should wear the prevailing styles unless such styles interfere with one's health or are uncomfortable.

Clothing for school should allow freedom and action, giving opportunity to develop all the grace and strength of the body. School dresses should be easily cared for, so that not too much time will have to be devoted to their care. They should satisfy the girl's desire for self-expression and love of beauty.

Boys, as well as girls, should learn how to select and care for their wardrobes. Appropriate dress for boys consists in having suitable clothes for an occasion, with each part of the costume harmonizing with the other parts, which means that socks, gloves, ties, shirt, and hat are in accord.

A great many clothes are unnecessary, but what a boy has should be of good quality, suited to his personality, and suited to the occasion. They need not be new, but they should be spotless, well pressed and appropriate.

Things to Do

1. Observe well-dressed people and try to find out why they seem to know just what to wear on all occasions. Are the well-dressed people whom you know the ones who spend the most money for their wardrobes? Learn to analyze your own clothing needs. Think of your clothing needs in terms of your activities. What kind of clothing do you need for school, church, an afternoon party, a football game, a picnic?

2. Think for a moment of someone who dresses in extremely good taste. Does she wear clothing suited to her individuality? Are her garments suited to her individual style in color and general type of figure? Do her clothes bring out her best points and cover up her defects? Do her clothes seem to *belong* to her? Does she seem comfortable and unconscious of her dress? Are her clothes appropriate? Are they suited to her age and financial circumstances?

3. List the activities of one of the girls in your class. Plan a suitable wardrobe for all of her activities. What will be the cost?

4. List the activities of one of the boys in your class. Plan his wardrobe. Compare the cost with the cost of a girl's wardrobe in similar circumstances.

5. Make a personal appearance score card for girls and one for boys. Work with the other members of your class.

6. Make a list of "Don'ts and Dos" for boys and one for girls. Compare them.

7. Explain the meaning of the quotations in this chapter. Find others. Discuss the following quotations:

"Boys and girls who are growing need few clothes, but they should learn to keep these clean and in repair."

"Costly thy habit as thy purse can buy,
But not express'd in fancy; rich, not gaudy;
For the apparel oft proclaims the man."

8. Make a plan for giving your class an opportunity to vote on the most appropriately and attractively dressed person in school.

9. Discuss appropriate clothes for boys and girls just entering school. Plan an appropriate wardrobe for a child of three.

CHAPTER IV

BUDGETS AND CLOTHING SELECTION

Figuring the Cost of Your Clothes. To know the approximate cost of your present wardrobe will help you in planning for the future. Then find out and itemize the initial cost of the garments which you are now wearing. Also list the other garments in your wardrobe, and, if possible, itemize the original cost of each. Keep this inventory of the garments in your wardrobe to use as a basis of information in planning your clothing budget.

What Is a Budget? A budget is a plan for spending money intelligently and in a businesslike way. The use of a budget is intelligent because it provides a definite plan for spending money; and businesslike because it constantly reminds us of our needs and keeps us from buying unnecessary things. Nearly all business concerns have their money budgeted. Your local board of education uses a budget. There is a certain portion of money budgeted for the salaries of teachers, principals, and the superintendent; a certain amount budgeted for janitor service, for printing, for supplies, for telephone service, clerical service, and the upkeep of the buildings.

Your Clothes and the Family Income. What is your share of the family income? The money you have a right to expend for your clothes depends upon the size of the family income and the number in the family. Those who have made a careful study of the divisions of family incomes agree that approximately fifteen per cent should be budgeted for clothes.

Expenditures from the family income must include everything that is necessary, such as food, clothing, shelter, spending, savings, and development. Every member of the

family should help in keeping the living expenses within the income. Are you doing your part? Do you sometimes insist on more than your share? The amount of money that should be spent for clothes varies with the ages and activities of the members of the family. For this reason, it is helpful to have all members of the family present when the family budget is being made to insure fairness and unselfishness in distributing the money.

Making a Clothing Budget. If you do not buy your own clothes, you should help in planning and selecting them. Making a clothing budget will help you in working out your clothing problems, even though you do not actually do all your own buying now. Studying about clothing in relation to cost will be of value to you all through life. A clothing budget enables one to dress better on less money than otherwise, because it shows approximately how much should be paid for each article.

When you made an inventory of your wardrobe, you doubtless found that all your garments could be listed under three general groups, namely, outer garments, undergarments, and accessories. Your wardrobe needs can also be divided into what you have, what you must have, and what you would like to have. List the garments in each group you now have on hand. List the new garments in each group you will find it necessary to buy. Find out the total cost of new garments actually needed. Remember that your buying must be limited by the amount of money you have to spend. Therefore, consider carefully those garments that are usually worn only one year. Are there some which you can wear for more than one year?

Clothing budgets may be made for one, two, or three years. Three years seems a long time when one first begins studying this perplexing clothes puzzle. However, the justification for this longer period centers around the

fact that some garments last longer than one year, and all other clothes in one's wardrobe should harmonize with these. Then, too, some garments, such as outer wraps, because they are more expensive than others, should be worn longer. But this argument for the longer period is just another reason for actually planning one's wardrobe and for making a clothing budget. The real value of making budgets lies in finding a seasonable plan for spending money so that all needs may be filled. "Doubting Thomases" will say that hard and fast rules do not work, but here again we find that organization is better than mere confusion. Let's give the budget a fair chance.

Suggested Inventory Form of Girl's Wardrobe

| Names of Garments, | On Hand | To Be Bought Or Made | Total | Approx. Cost |
|---|---------|-------------------------|-------|-----------------|
| I. OUTER GARMENTS: | | | | |
| 1. Coats 2. Dresses 3. Sweaters 4. Hats 5. Shoes 6. Stockings 7. Rubbers, zippers 8. Bedroom slippers 9. Tennis shoes 10. Kimonos and negligees 11. Bath robes 12. Bathing suits 13. Skirts 14. Middies, blouses 15. Knickers | | | | |

II. UNDERGARMENTS:

- | | | | | |
|---------------------------|--|--|--|--|
| 1. Vests, teddies | | | | |
| 2. Union suits | | | | |
| 3. Bloomers | | | | |
| 4. Brassieres | | | | |
| 5. Girdles, corselettes | | | | |
| 6. Slips and petticoats | | | | |
| 7. Night dresses, pajamas | | | | |

III. ACCESSORIES:

- | | | | | |
|--------------------|--|--|--|--|
| 1. Handkerchiefs | | | | |
| 2. Gloves | | | | |
| 3. Scarfs | | | | |
| 4. Ties | | | | |
| 5. Belts, sashes | | | | |
| 6. Collars | | | | |
| 7. Cuffs | | | | |
| 8. Umbrella | | | | |
| 9. Costume jewelry | | | | |
| 10. Purses, bags | | | | |

IV. SUMMARY:

1. What is the cost of new outer garments needed?
2. What is the cost of new undergarments needed?
3. What is the cost of new accessories needed?
4. What will be the approximate cost of repairing, remodeling, and cleaning?
5. How does the total compare with the money you will have to spend?

How Do You Buy Your Clothes? Do not wait until the last minute and then hastily buy something that "will do." Actually plan your wardrobe, and buy only such garments as you need. Put each garment to the acid test

of suitability and of becomingness in color, design, and fabric. Consider the other garments in your wardrobe with which the new one is to be worn. Remember that things which are to be used together should harmonize. Many clothes are not needed, but those actually in the wardrobe should be appropriate. Each garment is appropriate only in its relation to the other garments with which it must be worn; and garments are becoming only when suited to the personal coloring and when the lines conform to, or correct, the natural lines of one's figure.

Many people spend more for clothing than is necessary because they do not buy wisely. They select fabrics that do not wear well, that fade, and are not otherwise suitable. People who neglect the care of their clothing must spend more money than others who keep their clothing repaired, pressed, and clean. The buying of fads, exaggerated, ultra-fashionable styles, and novelty materials is very unwise when clothing must be worn a long time. On the other hand, clothes of good quality and workmanship require less care and look well longer than clothing of poor quality, because the latter loses its shape and requires constant care and renovation.

Keeping a detailed and accurate account of all expenditures is one of the first steps in making the budget effective. Review these accounts at frequent intervals. They will reveal any wastefulness or carelessness in your methods of buying or in the manner in which you use and care for these purchases.

Budgeting the Clothing Budget. Wise spending for clothing, as everything else, means learning how to get the most for our money. The cost of clothing varies so much that no definite rules can be laid down as to how much one should pay for each article of apparel. And yet the cost of clothing should be a determining factor in all purchases.

One is justified in spending comparatively more money for those garments which are to receive the hardest wear. For example, a school girl or business woman wears a winter coat daily, while the woman who stays at home wears hers only occasionally.

The relative amount to be spent for each garment must necessarily be worked out by each individual. The expenditures in a clothing budget must rotate from year to year, just as a thrifty farmer rotates his crops. For example, winter coats are usually worn for two or three years, depending upon the age of the wearer, the quality of material in the coat, and its style. If the winter coat must be purchased this year, it will be better to wait until next year for the more expensive dress or suit.

Some authorities say that about eighty per cent of the total money in the clothing budget should be allowed for outer garments, ten per cent for underclothes, five per cent for accessories, and five per cent for upkeep, care, and repair. How much money do you have to spend? Perhaps you could have more for the new garment by remodeling an old one. When is remodeling advisable? When is it impractical? Left-over clothing should be carefully looked over before deciding what new garments must be bought. Learning to distinguish between wants and needs is the first essential of budgeting your clothing budget.

Simplicity and Economy in Dress. Simplicity in dress has been called the very foundation of beauty and refinement. The costume in which one color predominates is always pleasing. A costume of all white or black is usually more distinctive than one of many hues. A string of beads, a bit of bright ribbon on a blouse, or a flower or feather on a hat is often all that is needed for emphasis or accent in the costume of white, black, gray, or subdued color. One color kept as the background throughout the entire wardrobe simplifies and unifies one's appearance,

and is at the same time economical in cost. The one-color plan also eliminates the buying of accessories to harmonize with every costume. This is an important saving in the cost of the wardrobe.

Simplicity and service are the criteria to keep in mind in selecting an economical but distinctive wardrobe. Fabrics of good wearing quality are the best and most economical for long, hard service, because such garments retain their shape and color, require less pressing, and do not become shabby so quickly. Standard fabrics, conservative designs, and subdued colors should be chosen in preference to novelties and extremes which serve to date a garment, making the wearer conspicuous. Novel materials are always more expensive, because the manufacturer must set higher prices to cover the loss on left-over stock, which will be out of style next season. Bargain sales are not always what they seem. Cheap prices often tempt the shopper to buy articles that are not needed or cannot be used. Sales and bargains have been known to cause many inexperienced shoppers to buy garments that did not harmonize with the rest of the wardrobe. However, good values can often be found at pre-inventory or end-of-season sales, because stores do not wish to carry over the stock. With one's wardrobe definitely planned, a visit to a sale is not so apt to end disastrously. A definite color scheme keeps one from buying clothes which do not harmonize.

Your Wardrobe and Your Figure. Study your own figure in a full-length mirror or have a silhouette made. Your silhouette is the outline of your figure against a background of light. A silhouette will show your figure as a whole and should help you to decide whether the lines of your costume are becoming or not. The lines of your costume should be in harmony with or improve the lines of

the figure. Remember the proportions of the normal human body are beautiful and pleasing.

Is your figure well proportioned? Do you belong to the intermediate or normal type? Are you rather tall or short, but normally proportioned for your height? Perhaps you are both tall and stout. Those who have figures which are too tall and slender or too short and stout should plan their clothes with extreme care. All these different types should plan their clothes so as to suggest normal proportions.

Color Emphasizes Line. The general background of life is neutral gray. To wear bright or pronounced colors against a neutral gray background means emphasizing one's outline. Small, well-proportioned figures can often afford this, but those who wish to conceal size or unattractive lines should use gray or neutral hues. Bright colors and warm colors make objects appear larger than they really are. Light or conspicuous colors, then, should be avoided by large people. The texture of the fabric should be considered in choosing colors. Bright colors should not be used with hard, wiry fabrics. Soft silks, crepes, and thin fabrics which lend themselves to graceful folds make colors appear softer, and for this reason can be used in stronger colors. High luster in fabrics increases the size of the wearer. Soft, firm fabrics in dark or subdued colors are better for large people.

For the tall, slight people, soft draped effects are good. Plaids and figured material of rather large, indistinct design are permissible on a tall, slight figure, as are soft, deep pile materials in coats. Horizontal lines, made by tucks, flounces, and bands tend to reduce one's height.

For the short, stout figure, the designs should suggest height. Straight, unbroken lines suggest height. Lines which carry directly across the figure lessen the height and

increase the breadth of the figure. Stout figures should wear soft, non-lustrous materials, such as crepe de chine, serge, gabardine, voile, and batiste. Plaids and large figured material should be avoided. Taupe, gray, and dark blue are usually very satisfactory colors for the large figure.

While the length of the skirt should conform to the prevailing styles, the exact length for each individual should be decided in front of a full-length mirror or by a picture of her silhouette.

A study of one's figure is most worth while, for it may mean the difference between looking very ordinary and exceptionally well dressed.

Buying Your Clothes. Now that you have taken an inventory of your wardrobe, you know what you have, what you need, and what you would like to have. What new garments are you planning to buy this year? The use or purpose of each garment is the first consideration and will influence your choice of fabric, color, and design. Everyday or work clothes should be simple in design, durable, easily laundered and cleaned, and of the colors which suggest service or work. Play clothes should be durable, easily cleaned, and designed for activity, with the color suggesting and in keeping with outdoor activity. Party clothes and all "occasional clothes" may be of less durable fabric, but the color and design should be suited to the type of social function to which they are to be worn.

Cost is practically always important in buying clothes, because getting your money's worth depends on so many factors. Clothes of good quality and splendid workmanship require much less care and look well longer than clothing of poor quality. From an economical point of view, cloth of good quality is much to be desired. Durability of fabric, good workmanship, and suitability to

one's needs are the economic factors in clothing selection, while the application of the fundamental principles of color, design, and fabric, as applied to one's own wardrobe, together with an understanding of one's good points and defects, form the basis of clothing choice from an artistic standpoint.

The number and type of new garments to be bought depend upon the length of time each garment is expected to wear as well as the activities of the wearer. Each garment should be considered in relation to other things in the wardrobe. Sometimes old garments, good in themselves, are made to appear shabby when worn with something new.

Questions similar to the following will help you in solving this rather difficult clothing problem:

1. When is this garment to be worn?
2. Is it suitable for one of my age?
3. What is the initial cost of this garment?
4. Can it be worn more than one year?
5. Can it be cleaned or laundered easily?
6. What about the possibility of remodeling or making it over?
7. Can the skirt be shortened or lengthened?
8. Is the material of good quality?
9. Is the garment well made?
10. Are the most fashionable garments always the most beautiful? Is the style simple or conspicuous?
11. When is it advisable to buy the latest styles?
12. Do I wear fads and extreme styles well?
13. Is this garment especially becoming to me?
14. Do I really need this garment?
15. Is this particular garment in harmony with the other garments in my wardrobe?
16. Does this particular garment call for new shoes, hat, gloves, and coat?

Ready-Made and Home-Made Garments. Ready-made garments are often said to have more style than home-made garments. Do you know why? Will you buy all your garments ready-made or will you make part of them? Now that all your clothes can be bought ready-made, the study of ready-made garments is more important than clothing construction. However, by making a few of your own garments, you will doubtless be a better judge of ready-made clothes.

Then, too, making some of your clothes is a splendid way to supplement the family income. What garments do you think should be made at home? What garments are usually bought ready-made? One group of girls decided that they would rather buy their coats, suits, hats, and tailored dresses, but that they could save money by making their school dresses, aprons, and underwear.

What about making house dresses and aprons for your mother? It would doubtless please her and supplement the family income. It usually saves money to make children's clothing at home if the mother or older sisters sew well. Attractive clothing for children can often be made from adults' discarded garments.

The excellent workmanship and hand work required in some ready-made garments make them very expensive. Fewer garments sometimes solve this problem. One garment of good-quality material, excellent workmanship, correct lines, and suitable color is often more to be desired than several cheap or inexpensive garments. This is especially true in winter clothes.

In the past we were taught that the material in ready-made garments was inferior to that in home-made clothing. This may or may not be true. It depends, of course, upon the kind of material selected for the home-made garments as well as the quality of the material in the ready-made garments.

In the past we were also taught that people who are very small or very large or of any unusual proportions could not be fitted satisfactorily, and therefore should make their clothes at home. This belief is fast disappearing, for manufacturers are now providing for the needs of all types of figures.

The materials used in ready-made garments and also the workmanship are now much better than when ready-made garments were first put on the market. There is much variety in style, color, and design. Prices, too, are not at all unreasonable. In fact, some people find it much less expensive to buy all their clothing and household furnishings ready-made. This depends, of course, upon family circumstances, nearness to shopping centers, and the like. Ready-made clothing saves time and labor, is in general more becoming, and is often better adapted to one's individual needs.

But notwithstanding there is real joy in making pretty clothes. When one's time and energy are not needed elsewhere, nothing gives more real satisfaction than being able to make something beautiful and becoming to add to one's wardrobe.

This question of ready-made versus home-made garments is largely an individual matter. While some of us welcome the day of ready-made garments, others get some of the real satisfactions of life out of doing their own sewing.

Selecting Outer Garments. What outer garments do you need? Have you decided on the color scheme? Do you know the trend of the prevailing styles? Have you decided how they suit your individual figure? How much money do you have to spend? What garments do you now have in your wardrobe? For what occasion or activity are you selecting new garments? When is the best

time of year to buy your new clothes? How can bargain sales be used to good advantage? In selecting the new garment notice the quality of the material. Remember that garments which require much cleaning are seldom worth the money. These are some of the questions which might be asked to help you think through your clothing problem.

Selecting Ready-Made Dresses. Knowing what you need and what will harmonize with the rest of your wardrobe is essential before purchasing a new dress. You should inspect the seams, buttonholes, fasteners, hem, collar, cuffs, pockets, and trimming. The shoulder seams should be on the center of the shoulder and stay in position. The neckline should be becoming, the dress should fit easily over the bust, the collar should be snug, fitting well up around the neck, the sleeves should be long enough and large enough to give the arms free movement, the cuffs should fit properly, the skirt should be wide enough in the hips and long enough to permit one to move and sit comfortably, and the trimmings should be in harmony with the dress and should be simple and becoming.

Selecting a Topcoat. A topcoat is usually necessary with the one-piece dress. If one cannot afford both a heavy and a light-weight topcoat, it is better to buy one of medium weight and depend upon an underjacket or a piece of fur for extra warmth. For general wear, some women prefer a topcoat and one-piece dress to a suit. A good plan is to alternate the buying of the more expensive garments. For instance, buy a topcoat one season and a suit the next season.

Coats are divided into three groups, winter, spring, and raincoats. The function of the winter coat is to keep out the cold, therefore, its texture should be close in order to keep the wind away from the body. We should not forget

in the selection of our coats that they should harmonize with the rest of our wardrobes.

Spring coats should consist of a looser weave than that of winter coats in order to allow the air to circulate more freely. It is even more important that the spring coat should harmonize with the rest of the costume, especially the dress, than the winter coat, because we so often leave it unfastened. On the other hand, we either keep the winter coat tightly fastened to keep out the cold, or remove it entirely when we are inside the house.

Raincoats were formerly dreary and dull looking, but now gayly colored slickers with hats to match may be purchased in the color that is most suited to one's individual coloring. Every girl and boy should have a raincoat and hat for rainy-day wear. Raincoats, hats, rubbers, and umbrellas are cheaper than doctors' bills. Silk umbrellas are not serviceable for everyday or school use. Buy a good cotton umbrella for rainy and stormy weather. Keep your rain outfit in good repair. Where do you keep your umbrella, rubbers, and raincoat? Are they ready for use?

Selecting Sweaters. Sweaters are a valuable addition to any wardrobe. A heavy sweater may be worn for outdoor games even in cold weather. A light sweater may be worn under heavy coats in extremely cold weather, when it is necessary to take a long drive or remain out in the cold for any length of time. Attractive silk sweaters may be bought for sport wear. Rayon silk sweaters are attractive and inexpensive. Do not use the side pockets in any light-weight sweater. Do not hang sweaters on hangers. Fold them carefully and keep them in a box, drawer, or on a shelf.

Selecting Hats. A hat is a frame for the face; therefore its lines should conform to the shape of the face and head. In color, the hat should harmonize with the costume

and the coloring of the wearer. Hats without brims make the face look larger and the skin appear coarse. This is because they cover up the hair, and hair around the face, as you know, tends to soften the features. A hat with a facing the color of the eyes seems to add luster to the eyes. A hat should rest easily and comfortably on the head. Broad hats with round, low crowns or drooping frames make the figure seem wider and shorter, while small hats, with sharply turned brims and high crowns, make the figure seem taller and more slender. Tall, slender people have a wider choice of hats, particularly of brims, than those who are short and stout. Don't buy your hats while sitting before a short mirror. Stand up before a full-length mirror, if possible, or take someone with you whose judgment you can trust. Hats should conform not only to the silhouette of the head, but to the whole figure, and should be in harmony with the clothes with which it is to be worn. Hats that are good in line and well made are not necessarily expensive.

Selecting and Fitting Shoes. Shoes should be comfortable, attractive, and durable. Shoes which are too tight or which do not fit well affect one's health and posture adversely. Shoes should be large enough to let the feet feel free and easy when one is standing erect. If shoes are too short, they cause corns. If they are worn constantly the bones of the joints are pushed out of place, which causes painful bunions to form. Ill-fitting shoes are untidy and soon lose their shape. High heels throw the body out of balance and do not give the right support to the feet. Do people with extremely high and narrow-heeled shoes walk gracefully? Shoes should always be kept in good repair. Run-down heels throw the feet out of line and cause arch trouble.

A shoe which has the right shape for the normal foot is snug at the heel and instep and straight on the inner

line. However, it permits free action at the toes, is low and broad enough to give the heel adequate support, and is flexible enough at the shank to allow free action of the arch muscles. The lines of the shoe should conform to the natural lines of your foot, and when they do comfort and beauty will result.

Few people can afford to buy novelties or fads in shoes. The color and style of the shoe should harmonize with the rest of your costume. Unless one can afford several pairs of shoes to match different costumes, it is better to buy black, for black is always acceptable, either for street or dress wear. Make a study of the different styles of shoes, including dress shoes, house slippers, and sport shoes. Remember that shoes which are ill fitting not only injure your health, but detract from your appearance.

Hosiery Selection. Hose that are too short are uncomfortable. They do not wear well and are as injurious to the feet as short or ill-fitting shoes. Hose which are shaped with seams in the legs and feet hold their shape, fit well, and are comfortable. Keeping the seams straight and in place is necessary to a well-groomed appearance.

The care of hose is very important. Perspiration from the feet destroys silk stockings and soon shortens the life of all hosiery. Remember that stockings, as well as other clothing worn next to the skin, absorb moisture from the body and should be changed daily, if possible. The length of time that a pair of hose wears is much longer when it is changed every day. It has been demonstrated that silk hose which are washed daily last twice as long as those that are washed less frequently.

Selection of Underwear. In general, the material in underwear should be soft, smooth, durable, easy to launder, capable of absorbing moisture, and inconspicuous in color. Do you wear a different type of underwear in

winter than in summer? Do you wear the same kind of underwear under all your dresses? Underwear should be suitable to the climate and season, as well as to the type of outer garments with which it is to be worn.

Study the various kinds of underwear on the market, such as knitted and athletic union suits, combinations, such as the envelope type, brassiere and step-ins, and vests with bloomers. Compare the advantages and disadvantages of the different sets of underwear. Underwear for school girls should allow freedom for all kinds of activities. Bloomers are desirable for practically all types of dresses, and for girls and women of all ages. Other pieces of underwear should be selected in accordance with the season, the type of outer garment worn, and the general circumstances. Slips have practically displaced the use of underskirts and petticoats, but some people prefer petticoats to slips on account of the lack of extra thickness of material above the waist. Less underwear is being worn now than formerly, but people of good taste will always wear enough to prevent conspicuousness.

Cotton fabrics are especially good undergarment materials because of their splendid laundering qualities. Crepe, muslin, long cloth, cambric, and flannelette are among the materials suitable for night clothes. Underslips are often made of muslin, long cloth, cambric, and sateen, but the popularity of materials will always depend on prevailing fashions. Rayon is suitable for all underwear, and especially suitable for bloomers and slips for occasional wear. Underwear should be healthful, comfortable, and serviceable. The trimmings should be as durable as the material in the garment. Plain, well-made undergarments of durable material and simple design are usually best. Good material and good workmanship add to the wearing qualities of any garment. Styles in underwear change in accordance with other garments. Study

the various types of garments and select those best suited to your particular needs. Such questions as the following will help you in choosing underwear:

1. How much can you afford to pay for the garment? Will it give good service and be easily laundered? What other undergarments can be worn with this particular garment? What outer garments can be worn with it?

2. Does this garment fit well? Is it comfortable and healthful?

3. Is it simple in design and of good material? Should one ever wear colored underclothing?

4. Is the trimming suitable and in good taste? Can it be laundered?

Choosing Accessories. In this discussion we shall include such accessories as gloves, bags, handkerchiefs, scarfs, belts, costume jewelry, collars, ties, and the like.

Nothing adds more to one's personal appearance than a fresh, clean collar and cuffs. Unbecoming dresses can often be made more becoming by the addition of a well-selected collar. Only people with perfect complexions can afford to wear strong or very dark colors next to the face. Collars of soft, transparent material, such as lace and net in white, cream, or gray colors, will help to soften the effect of colors that are too dark or too bright.

Well-selected scarfs, costume jewelry, bows of bright ribbon, and so forth, often add the touch of brightness that is needed for accent in one's costume.

Purses or bags serve different purposes. For instance, a utility bag should carry the mark of service in color, design, and material. Party bags, on the other hand, may be dainty in color, design, and fabric.

Gloves should be chosen for comfort, durability, and shapeliness. A well-shaped glove will outwear a cheap, poorly made one, and also add to the wearer's appearance. Hands always look neat and well groomed in prop-

erly fitting gloves. Woolen gloves afford warmth and protection in winter.

A clean handkerchief is a distinct asset to one's personal appearance. Handkerchiefs of various kinds, shapes, sizes, and colors appear from time to time, but the fresh, white handkerchief is always appropriate.

Shopping Etiquette. Sales people are entitled to the same courtesies as other persons of your acquaintance. If you are impatient, cross, and discourteous, your shopping may not be as satisfactory as it otherwise would be. Sales people are often able to offer good advice concerning the qualities of the material one is buying. Of course, you should not substitute their judgment for your own if you know what you need. Do not permit a sales clerk to sell you something you do not want. Efficient sales people do not insist upon your making purchases, but wish you to go away satisfied, regardless of whether you buy or not. If there is dissatisfaction over some article, take it up courteously with the managers. They are usually willing to correct errors justly. Do not interrupt a salesman who is busy with another customer. Remember that other people are probably in as big a hurry as you and are entitled to the same satisfactory service. Therefore, do not try to crowd other people away from the counter.

Things to Remember

Good taste in dress includes wearing clothes that are suitable, becoming, and in keeping with one's finances. Charm is a matter of taste, and taste is not a question of money but of appreciation of the usefulness of the garment and its suitability to the individual. It is more economical to buy beautiful and becoming clothing which will contribute to one's attractiveness and give poise and assurance than it is to buy unbecoming clothing, because we tire of unbecoming things so much more quickly.

A budget is a businesslike way of spending an income. A clothing budget helps one to dress well on less money than might

otherwise be spent, because it tells approximately how much should be spent for each article.

Simplicity and service are the key words to keep in mind in selecting an economical but distinctive wardrobe. The lines of a costume should be in harmony with or improve the lines of the figure. Clothes of good quality and splendid workmanship require much less care and look well longer than clothing of poor quality.

No amount of study about colors, design, and textiles will make one well dressed unless each individual adapts this knowledge as well as the prevailing styles to her own personality. In general, when people notice exactly what you have on your costume is either very harmonious and distinctive or it is inharmonious within itself or with your personality. Remember that each person is seen as a whole and that the best-dressed person is the one whose costume is harmonious in itself and so well suited to her individuality that details and accessories are practically unnoticed, while only a picture of the whole is pleasantly remembered. It is evident, then, that the buying of a wardrobe is a rather difficult problem, which begs for a practical application of the fundamental principles of appropriate dress, color, design, and fabrics.

Things to Do

1. Make a list of garments in your wardrobe. Which of them needs repairing? Which of them needs cleaning and renovating? Do you find garments that you never wear? Why do you never wear these garments?

2. Reread the chapter on Budgets and Clothing Selection, listing some of the questions for class discussion.

3. What mistakes have you often made in selecting your wardrobe? What have you learned in the preceding chapter that will help you to avoid these mistakes?

4. What is the purpose of a clothing budget? What is the relation between your clothing budget and the family clothing budget?

5. Write a 150-word paper on "The Relation of Daily Care of Clothing to the Family Income."

6. Write a paragraph on "Charm, Suitability, and Cost" in which you pretend to disagree with the author of this book.

7. Discuss the advantages and disadvantages of ready-made and home-made garments.

8. Plan a budget for yourself over a period of three years, taking into consideration the clothes you have now which are usable and the amount of money you think will be available.

9. List important points to be considered in buying coats, hats, shoes, and stockings.

PART II. WHEN WE SEW

Sewing has been considered an accomplishment and an art ever since primitive woman used her crude stone knives and bone needles to fashion clothing out of the skins of animals. And today sewing is recognized as a creative art in which the ambitious girl is fortunate to excel, notwithstanding the ingeniously clever sewing equipment and lovely fabrics with which she may work.

Those who enjoy the privileges of a good home should be eager to assume certain obligations and responsibilities that make for happier family life. The girl who sews can make definite contributions to that end. By helping to keep household linens and personal clothing in good repair, by remodeling garments, and by making such attractive and useful articles for the home as towels, table linen, cushions, curtains, and draperies, she is not only able to add to the family income, but to create those less material things that make for full living. Think of the satisfaction she may derive from giving her mother a few leisure hours by relieving her from mending responsibilities; or the pleasure she may give her little brother or sister by making them costumes for the May Day pageant or the school play. It is in such instances as these that a knowledge of sewing makes for richer and happier family life.

The girl who sews well is usually one of the best-dressed young women in her community. At the same time, her clothing budget is less expensive than that of the girl who must buy everything ready-made. This is because she can

make some of her simple garments cheaper than she can buy them, and because she can give distinction to those she prefers to buy ready-made by adding touches of hand-work to them. And although she may prefer to buy a majority of her dresses, hats, and coats ready-made, she is a better judge of the workmanship contained in such garments on account of the knowledge she has of sewing. The economy of making one's simpler clothes is well established; but the fact that one may more nearly express her personality by making her own clothes is perhaps not as definitely recognized.

If the talented sewer wishes to profit in a material way, she may sew for others. There is always a demand in every community for the services of a good dressmaker.

Own a Standard Sewing Book. Every girl should learn to sew. If it is not convenient for someone to show you the essential stitches, a good sewing book will clearly explain and illustrate the principles they involve. A standard and up-to-date sewing book should be found in every home library. The following list of books which may be used at home and at school contain the fundamentals of sewing and the details of clothing construction:

The Sewing Book; Hyde. Century Company.

Essentials of Sewing; Cook. Manual Arts Press.

Fundamentals of Dress Construction; Manning & Donaldson. Macmillan.

Clothing Construction; Brown and others. Ginn & Co.

Practically all manufacturers of sewing machines and patterns publish bulletins which give all the details in sewing and dressmaking. Examples of such bulletins are:

Practical Dressmaking, Vogue.

Home Dressmaking, Butterick.

Dressmaking Made Easier, McCall Magazine & Pattern Co.

Short Cuts in Home Sewing, Singer Sewing Machine Co.

How to Make Dresses, Singer Sewing Machine Co.

How to Make Children's Clothing, Singer Sewing Machine Co.

Write to the United States Department of Agriculture and to your State College of Agriculture for bulletins such as those prepared especially for 4-H Sewing Clubs.

Do You Know How to Use a Machine? Free booklets telling how to use and care for the machine, as well as how to use all the attachments, are furnished by practically all manufacturers of sewing machines. Other references which will be helpful are:

Sewing Machines; Cook. Manual Arts Press.

Mechanical Devices in the Home; Allen. Manual Arts Press.

Science in the Home; Giles and Ellis. Wiley & Sons.

PROJECT I

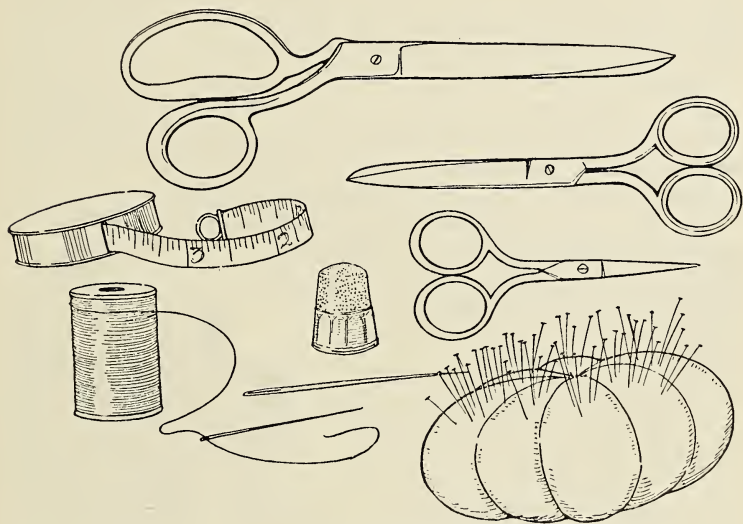
LEARNING TO SEW

Do you know how to use the sewing machine? Do you know how to thread a needle and make simple stitches? Do you wear a thimble when mending your clothes? Do you own a sewing basket or bag, with all the needed tools for sewing? What are some of the things which you should know in order to do simple sewing for yourself or for others?

Experience in Hand and Machine Sewing. There are many useful things that can be made for the home while one is learning to sew. Some of these things are hot pan holders, tea towels, pillow slips, sheets, laundry bags, shoe bags, wall or door pockets, and dress protectors. Experience in hand sewing can be secured by making pin cushions and handkerchiefs, hemming napkins and guest towels, making dresser scarfs and vanity sets, and by finishing the neck and sleeves of baby dresses and children's

clothes. Touches of embroidery and decorative stitches can be added to ready-made dresses when they are in style. The machine should be used for all long seams and for practically everything except the finish of neck and cuffs and hems of children's clothes and better dresses when handwork adds distinction. Making and dressing dolls for children give experience in hand sewing. A little girl whom the author knew learned how to make bed linen by making everything needed for a doll bed.

Tools for Sewing. The tools needed in sewing are usually bought at the notion counter in large department stores. Ask the floorwalker when you have difficulty in finding things. Your



Tools for Sewing.

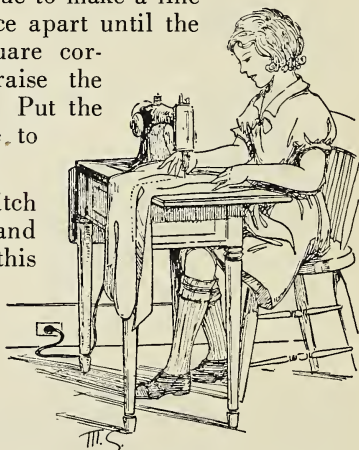
sewing box or basket should contain the following: Needles, numbers 5 to 10, sharps; darning needle; pins, sharp pointed, so that the material will not be injured; a small pin cushion; a pair of scissors and shears, sharp at the points. Scissors are less than six inches in length; shears more than six inches; thimble, not brass; tape measure, those with numbers beginning at both ends are most convenient; a small notebook and a short pencil; thread, cotton thread in black and white comes in numbers 8 to 250, the higher the number the finer the thread.

Learning to Use the Machine. Study carefully the booklet which describes the particular machine which you are to use. The sewing machine must be kept in good repair, oiled, and cleaned frequently to do good work. Remember that the life of a sewing machine, as well as all other machinery, depends upon its care. Have someone who understands the machine to show you about threading the machine, setting the needle correctly, and how to wind, thread, and place the bobbin. Learning to use the home machine is just as important as the use of the school machine.

To be able to sew straight, to be able to stitch near a folded edge, as in making a hem, and to be able to stitch away from an edge, as in the first stitching of any seam, there are three things which you should be able to accomplish.

Learn to run the machine easily and steadily, without jerking or any unevenness of motion. Practice stitching on paper as follows: Use unruled paper about six inches square and place the needle, without being threaded, one-fourth of an inch from the edge and continue to make a line of needle pricks an equal distance apart until the center is reached. To turn square corners, have the needle down, raise the presser foot and turn the paper. Put the presser foot down and continue to stitch.

This drill will help you to stitch on straight lines, to space evenly and to turn square corners. Repeat this exercise on cloth in making a hot pan holder. Practice stitching on the seamed edges of an old garment, or make seams and hems on practice cloth. It is always well to try out the stitch on a scrap of cloth before sewing on the garment. See that all ends of thread are drawn through to the wrong side, tied securely, and cut with scissors.



Correct Position at Sewing Machine.

When You Need Information. The best way to get information when you are sewing is to learn to follow directions on the

printed page. For this reason you are urged to make use of the books and references in your library. For your convenience, a few of the fundamental sewing processes are given here.

Directions for Sewing

1. Keep tidy and clean while sewing. Wash your hands before beginning work. Keep your hair away from your eyes. Keep your finger nails clean and smooth.

2. Sit erect, with your back against the chair and your feet on the floor. Keep your work on the table directly in front of you. Thread needles with the arms resting against the table. This makes threading much easier.

3. Fold your work neatly and put it away carefully when quitting work. Discard small scraps of cloth and threads that will not be of further use. Keep your sewing box ready for inspection at any time.

4. Sew from right to left. Hold the needle in the right hand and begin at the right side of the cloth. Use a thread of moderate length, except in basting long seams. A good measure is the distance from the finger tips to the elbow.

5. To make a knot in one end of the thread, hold the thread between the thumb and first finger, throw it over the first finger, twist it slightly and pull it tight. The knot should be small and firm.

How to Shrink Material. To shrink material put it in a tub of water and let it soak for several hours. Squeeze the water out gently instead of wringing it out, or the material may be put on a clothesline and allowed to drip dry. Hang the material by the selvage or put the fold over the line. If you hang it by the selvage, place the clothes pins close together so that the cloth will not stretch. Turn the cloth occasionally from one selvage to the other so it will dry evenly. Before the material is quite dry it may be pressed on the wrong side. A quick way to shrink very thin fabrics is to roll the wet material between several thicknesses of turkish toweling, wring it as dry as possible, and press it immediately.

Some Fundamental Stitches

Basting. Basting is the simplest sewing stitch. It is used to hold seams and materials in place until they are made secure with permanent stitches. Place two raw edges of material evenly

together and pin them in place. Hold the cloth in the left hand, the needle and thread in the right, and place a row of even stitches, one-fourth to three-fourths of an inch long, about one-fourth of an inch from the edge of the material.

Fastening the Thread. When the seam is completed place the needle back over the last stitch, then pull it through the thread, making a loop. Fasten the thread with a stitch under the material and cut it. Do not break or bite the thread.

The Running Stitch. The running stitch is used for gathering, for seams that do not require a great deal of strength, and for making seams and tucks in dainty hand-made garments. The running stitch is made in the same manner as the even basting stitch, but much smaller, one-eighth to one-sixteenth of an inch long, or as small as can be made. Take up several stitches with the point of the needle before pulling the needle through.

Backstitch. The running stitch is not substantial enough for some permanent uses and is often reinforced or made stronger by use of the backstitch. To make the backstitch, take a very short stitch, put the needle back a few threads from where it came through, and bring it out the same distance beyond the stitch just made. Always advance the needle from the under side of the material. On the right side the backstitch resembles machine stitching.

Half-backstitch. The half-backstitch is made in the same manner as the backstitch, with this variation—take the backward stitch half-way to the preceding one rather than bringing it back to meet that stitch. This stitch is not as strong as the full backstitch, but is more quickly made.

Combination Stitch. The combination stitch is made by taking three or four running stitches and then a backstitch.

Overhanding. The overhand stitch is used to fasten two pieces of material together so that the joining will be practically invisible. Baste the two edges together. Fasten the thread by sewing over the end of the material as the work proceeds. Point the needle directly toward you, taking a small stitch through both pieces of the material. Do not take up more than two or three threads of the material.

Overcasting. The overcasting stitch is used to keep raw edges from raveling. Begin the stitch at the right-hand side of the seam, putting the needle into the material from one-eighth to one-fourth of an inch from the edge, and making the stitches about

one-fourth of an inch apart. Do not pull the stitches enough to pucker the material.

Ornamental Stitches. There are a number of ornamental stitches which you will want to learn, namely, the outline or stem stitch, chain stitch, blanket stitch, cross stitch, and hemstitch. Get some older person to teach you how to make these stitches, or get the information from some reference book or bulletin. Ornamental stitches are simply a variation of the fundamental stitches which you have just learned.

How to Make a Hem. Make a crease one-fourth of an inch wide to the wrong side of the material, and crease again to the wrong side, making the hem any desired width. Pin it first and then baste it to hold in place. Hold the work over the forefinger of the left hand, with the hem toward the inside of the hand, so that you can see under the edge of it.

To Make the Hemming Stitch. Begin at the right-hand side and work toward the left-hand side. Do not make a knot, but fasten the thread by taking three or four stitches in the same place, just below the edge of the hem and close to it, taking up one or two threads of the material. Point the needle to the left and pull it through the edge of the hem. Be careful not to pull the thread hard enough to pucker the material. Put the needle in again for the next stitch a little in advance of the place where it came out. Try to slant your needle in the same direction each time, keeping the stitches the same length and the same distance apart. This stitch is used to hold hems in place where it is not desirable to use machine stitching.

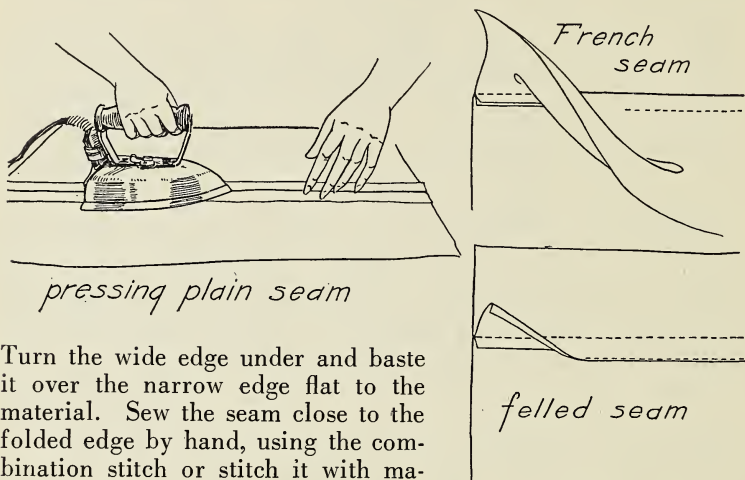
Three Simple Seams

Plain Seam. Baste or pin together two pieces of the garment that are to be joined. Stitch with machine or by hand. Plain seams are used on materials that do not fray or on heavier materials where the edges may be bound or overcast.

French Seam. Baste the two pieces of material together with the raw edges on the right side of the garment. Stitch close to the edge, remove the basting stitches, and trim off the threads that raveled out while you worked. Turn the material to the wrong side and crease it on the line of the stitching with the raw seam edges on the inside. Baste this second seam far enough in from the creased edge so that the raw edges of the first seam are

covered, and stitch it. This brings the finished seam to the wrong side of the garment. French seams are used on underwear, summer dresses, babies' clothing, and all sheer materials.

The Fell Seam. To make a fell seam, place the wrong sides of the material together and join them with a plain seam. Trim off one edge fairly close to the line of sewing, allowing the other edge to remain a little more than twice this width.



Turn the wide edge under and baste it over the narrow edge flat to the material. Sew the seam close to the folded edge by hand, using the combination stitch or stitch it with machine. This seam should be from three-sixteenths to one-fourth of an inch wide. When sewed on the machine, two rows of stitching are visible on the right side; when made by hand, only one row of stitching shows.

The fell seam is used for finishing seams on garments where considerable strain will come, on those which require frequent laundering, or on undergarments where a plain or a French seam would make too much of a ridge, such as on men's shirts, middy blouses, bloomers, and flannel garments.

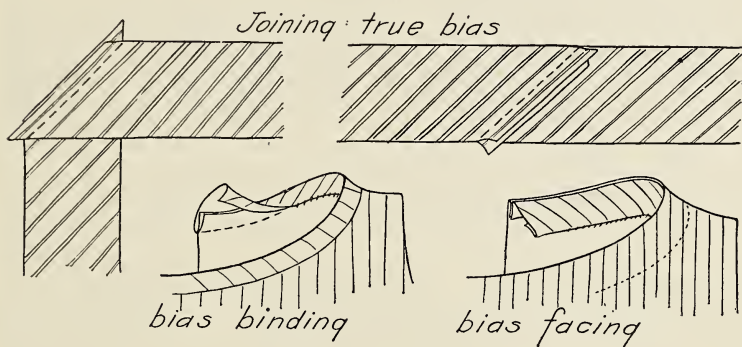
Other Essential Sewing Processes

Bindings and Facings. Bindings and facings are used as finishes for raw edges, and are frequently used for decorative as well as utility purposes. A binding usually shows on both sides of the material, while a facing is usually seen on one side only. An example of a combination of a binding and a facing is given

where the facing extends a little beyond the edge of the garment, making what is called a piping.

Commercial Bias Tape. Bias tape of all sizes and colors may be bought at any dry goods store. These commercial bindings are the means of saving much time and labor. They are very practical for finishing and decorating house dresses, aprons, and children's clothing. Use a bias tape of good quality and sufficient in width for your purpose.

To Cut a True Bias. A true bias is cut on the exact diagonal of the cloth. When bias strips must be cut from the same ma-



terial as the garment, they should be cut perfectly true in order to look well. A true bias fold is decorative in itself and is easily fitted around curved edges.

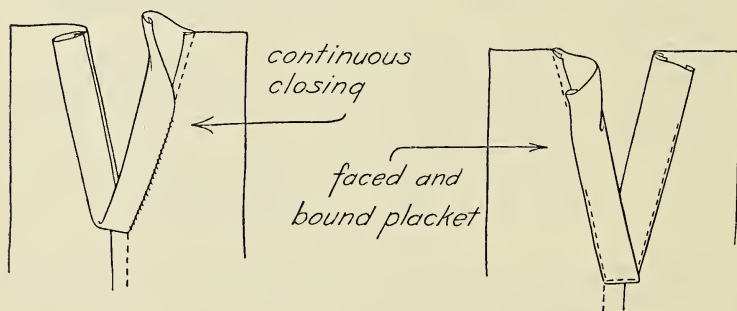
To cut a true bias, fold the cloth so that the warp threads lie parallel with the woof threads. If there is a selvage edge, it must lie straight across the width of the material. Pin the material in place, crease the diagonal fold, and cut on the crease. The bias binding or facing may be cut the required width by using a gauge or tape measure. A gauge may be made from an old postcard.

To Join Bias Strips. Join bias strips together with the threads parallel and so that the edges will be even when the seam is pressed. A small point will extend from the edge according to the width of the seam taken.

To Finish an Edge with Bias Binding. Baste and then stitch the bias binding to the garment, placing the right side of the binding to the wrong side of the garment. Begin to apply the

binding at the least inconspicuous point of the edge to be bound. Lap the starting end of the binding back about one-fourth of an inch on top of the binding. Let the finishing end of the binding extend over this fold about one-fourth of an inch before cutting it. This serves to make a neat finish. Turn the binding to the right side of the garment, and crease the raw edge of the binding under even with the first line of sewing. Baste, and then stitch the binding in place close to the folded edge. If finished by hand, bias binding is applied on the right side and then turned to the wrong side. Small, even hand stitches give a softer effect to a binding than machine stitches.

To Make a Simple Placket. Measure the length of the opening in the garment, and cut a lengthwise strip of material twice the length of this opening, plus two inches. The strip of material may be from one to two inches wide. Begin at the top of the



placket to pin and then baste the edges of the strip to the edges of the opening, placing the right sides of the material together. Baste down to the bottom of the opening and up on the opposite side just as you would baste a piece of material on a straight seam. Stitch on the line of basting. Crease the side that is to lap over the stitching and put the hem in place, allowing the under side to extend out, forming the underlap of the placket. Fasten securely at the bottom. Tie all threads and trim off the raw edges of material at the top of the placket. There are several other kinds of plackets which you might learn to make by referring to library books or by asking some older person to teach you how to make them.

Fitting a Band on a Garment. Do you know how to put a band on bloomers or other garments? To determine the length of the band, take your measure loosely. Add one inch for the

turn-in at the ends, and for possible shrinkage. Did you shrink the material before making the garment? An extra inch or two may be allowed in the band if you are still growing and there is possibility of its being necessary to make the garment larger. Cut the band lengthwise on the material the required length, and from two and one-half to three inches wide.

Fold the band in two equal parts, crosswise, and mark the center with a pin. Pin the center of the band to the center front of the skirt if the skirt opens at the center back. Pin the center of the band to the side seam of the bloomers if the bloomers open at one side, letting the open ends of the band extend to the placket. Pin the ends of the band to the sides of the placket, allowing the band to extend beyond the placket the width you expect to turn in. Beginning at the center back of the skirt or side seam of the bloomers, put in the gathers with a running stitch. After adjusting the fullness on both sides of the band, baste the gathered edge securely to the band. Turn in the raw edges of the band about one-fourth of an inch to the wrong side; baste it down to the skirt and sew it on the machine. The band may be sewed on by hand on garments where there is not much weight.

To Put Elastic in Hems and Facings. To finish bloomers at the waist or knees with elastic, make a hem a little wider than the width of the elastic which is to be used. Then make an opening in the hem to insert the elastic. Elastic should never be tight enough to interfere with the circulation. Elastic shrinks when laundered and should be adjusted whenever necessary.

Getting the Length of a Garment. To get the desired length of a garment put on the finished garment and then ask someone to take your "skirt length." The skirt length refers to the number of inches from the floor to the bottom or finished edge of the garment. When sewing at school, girls usually help each other in taking the length of their garments. In getting the length of a garment, use a yardstick or ruler to measure up from the floor the number of inches decided upon and mark that length with pins. Turn the raw edges of the hem under and baste them, using tiny plaits on curves when it is necessary to fold in surplus material. Then turn the hem under at the line where the pins have been placed. In order to get the width of the hem even, it is helpful to use a gauge, which may be cut the desired width from a heavy cardboard. Measuring devices or gauges may be purchased at the notion counter in large department stores. The

hems on aprons or work dresses are usually stitched on the machine; while the hems on better dresses are usually sewed by hand. Hand-sewed hems are advisable on garments for children and growing girls, as such garments must be frequently lengthened.

How to Sew on Lace. Measure the distance around the garment where the lace is to be sewed, adding a little for fullness and to finish the ends of the lace. If you want the lace to be practically plain, allow only two or three inches for fullness; if you desire to have the lace full, measure one and one-half times the distance around the garment. Divide the edge or portion of the garment or article to be trimmed into sections and mark the divisions with pins. Divide the trimming in the same way and pin it to the garment. Hold the lace toward you while sewing. When lace is sewed on by hand, as on a handkerchief or on the neck and armholes of a slip, use the overhand stitch. Lace may be sewed on straight with the machine when the lace is heavy enough to conceal the machine stitches.

Buttonholes. Practice making buttonholes on a scrap of material before putting them on a garment. Mark the place for the buttonhole with a pin. Cut the opening for flat buttons the length of the diameter of the button. Cut the opening on the thread of the material. Mark the length of the buttonhole with pins, chalk, or basting thread. Fold the material so that the marking will come on the edge of the fold. Cut on the folded edge, making the buttonhole the desired size. Cut and work one buttonhole before cutting another.

Overcast the edges of the buttonhole as soon as the material is cut to prevent them from raveling or stretching, and to strengthen them. Hold the buttonhole along the top of the first finger. Secure the thread with a knot at the end farthest away from the finished edge. Point the needle toward the left shoulder to make a slanting stitch. Make about three or four stitches on each side of the buttonhole, about one-sixteenth of an inch deep.

Hold the buttonhole so that it lies flat on top of the forefinger, being careful not to spread it open. Insert the needle at the same place where the overcasting started, that is, at the lower right-hand corner. Point the needle at right angles to the edge and take a stitch a little more than one-sixteenth of an inch deep. Pass the double thread from the eye of the needle down under the point of the needle from right to left. Pull the needle through, drawing the thread out from the work at right angles

to the cut edge of the buttonhole, so that a loop called the purl will be formed on the edge. This protects the edge of the buttonhole from wearing. Continue with this stitch until the corner of the buttonhole is reached. All stitches should be the same depth and spaced evenly.

Rounded or Fanned Ends. The fanned end is usually made with five buttonhole stitches. The third stitch is made on a line even with the cut and is the deepest one, while the two stitches at each side of it are slanting to form the fan. After making the fan, turn the buttonhole and continue with the buttonhole stitch as on the first side. When the second corner is reached, make a fan as was done before. To fasten, catch the first stitch and the last stitch with the needle and tighten with two or three stitches.

Sewing on a Button. Using a double thread, make two stitches, one over the other, on the right side of the garment. String the button on the thread to cover the starting stitches, and secure it to the material with one or two stitches. Place a pin through the stitch on top of the button and sew over it with the stitches crossing back and forth through the holes of the button. Remove the pin and wind the thread around the stitches under the button four or five times. Fasten the thread on the wrong side with several finishing stitches. The pin prevents the button from being sewed too near the cloth, and allows space between the button and the material for buttoning the garment.

Sewing on Hooks and Eyes. Place the hooks and eyes directly opposite each other and far enough from the edge of the garment so that they cannot be seen on the outside. You may use the buttonhole or blanket stitch in sewing the hooks on, as this makes a neat and strong finish. Fasten stitches close to the curve of the hook to hold it firmly. Sew all around the loop of the eye.

Sewing on Ball and Socket or Snap Fasteners. Sew the socket piece on the under side of the opening and the ball piece on the upper side. Use a plain over-and-over stitch, taking several stitches into each hole.

Sewing Machine Drill

Time may be saved by practice and drill in the use of the sewing machine at the beginning of work. These drills are suggested:

1. Learn to tread the machine correctly, having the needle unthreaded and the pressure foot up so as to avoid throwing the machine out of gear.

2. Practice guiding the machine, using ruled paper at first, if necessary, and having the needle unthreaded.

3. The following paper drill will develop skill in guiding the machine: Use unruled paper about six inches square, and place the needle one-fourth of an inch from the edge and continue to make a line of needle pricks an equal distance apart until the center is reached. This drill accomplishes three things—it helps you to stitch straight lines, to space evenly, and to turn square corners.

4. Learn to thread the machine quickly and with ease. Use the directions which came with the particular machine you are using. Repeat the process until the directions are not needed.

5. Learn to thread the machine at home; study the various parts of the machine until you are familiar with them.

6. Stitch straight lines on a double piece of material. Use striped material at first, when necessary.

7. Practice stitching on seam edges.

8. When starting to use the machine, particularly for seams of any length, always "try out" the stitch on a scrap of cloth used for the garments under construction.

PROJECT II

START A SEWING AND TEXTILE SCRAPBOOK

What textile fabrics are you wearing today? What others have you used? What kinds of fabric do you wear on rainy days, cold days, hot days? What fabrics are especially suitable for housework, for street wear, for party dresses, for coats and wraps?

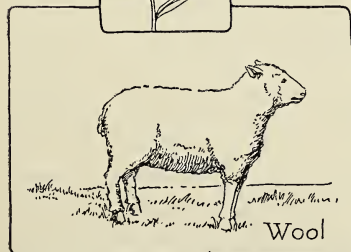
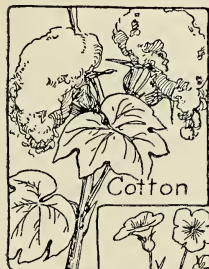
The Need for Textile Study. The style in textiles changes as does everything else. New materials and new colors appear each season. Prices also change with fashion. Everyone who buys textiles should learn to judge cloth by learning to recognize the kinds of fibers that are used in making cloth. A knowledge of textiles will be of as much value to those who buy all their clothes ready-made as to those who make them at home.

To really know textiles, one must study actual samples of cloth. Study the material in your clothes and in the furnishings of your home. Start a textile notebook, which you can add to from time to time. Classify your samples according to the use in your wardrobe and in the home, noting briefly any facts you should remember. Knowing how to identify different textile fibers is the first step in textile study.

Characteristics of Textile Fibers. Cloth is made from various fibrous materials which can be spun into yarn or thread, such as cotton, silk, wool, flax, and rayon. In the raw or unfinished state, we speak of these materials as textile fibers. When used in cloth, we speak of the finished products as fabrics, textile fabrics, or textiles. Cloth is used for making the various articles of clothing and such home furnishings as household linens, floor coverings, draperies, and upholstery. The fibers which have the most general use are cotton, linen, wool, silk, and rayon.

Cotton. Cotton, the most generally used fiber, is fluffy, white or yellowish, and grows around the seed of the cotton plant. It is naturally soft in feeling and rather dull in appearance. When cotton cloth is unraveled and the fibers of the thread are separated, they have a wavy appearance. Under the microscope, they look much like twisted ribbon. Cotton burns quickly with a yellow flame, leaving a gray ash, and with an odor something like burnt paper. When cotton yarn is broken the ends are regular and brush-like.

Linen. Linen is made from flax. The threads in linen cloth are much more irregular than those in cotton. The cloth is somewhat



stiffer than cotton, stronger, and wrinkles more easily. Under the microscope the linen fiber is straight and cylindrical and looks like a pointed bamboo rod. When broken, the ends of the fiber are pointed and straight. Linen burns like cotton. It absorbs moisture quickly and dries quickly.

Woolens. Wool is the wavy, crinkly hair that comes from sheep, and has a wiry, springy feeling. Under a microscope it will be seen that the fiber is composed of scales which overlap like the scales on a fish, making it difficult to wash. Hot water causes wool fibers to shrink, become harsh, and matted. Changing from hot to cold water, as well as hard rubbing, causes the little scales to interlock more firmly, thus causing shrinkage. Therefore we are told to wash woolen garments in warm water, rinse in water of the same temperature, and dry in a warm room. Freezing, as well as heat, spoils the texture of woolen garments. The broken ends of wool are wavy and slightly rough. Wool burns slowly with an unsteady flame. The fiber crumples and gives an odor similar to that of burning feathers or hair.

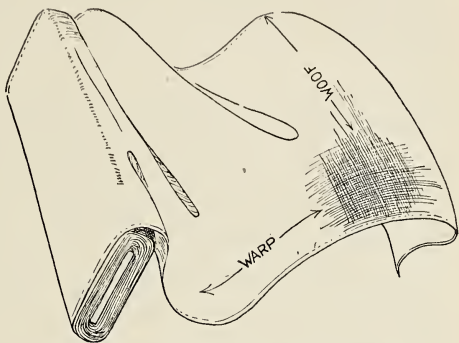
Silk. Silk, the strongest fiber known, is made by the silkworm, which feeds on mulberry leaves and spins a cocoon similar in appearance to that of the common caterpillar. Under the microscope silk fibers look like smooth glass rods. Silk feels slippery and smooth. Bacteria develop rapidly in it, which makes it more difficult to clean than cotton or linen. The cloth does not soil or muss easily and wears well. Pongee or crepe de chine silks are good for general utility wear.

Rayon. Rayon, the man-made fiber, formerly known as artificial silk, has some of the qualities of both silk and cotton. It is made chemically from wood pulp or cotton as a base. Rayon looks like silk but burns like cotton. Rayon of good quality wears well if it is laundered and cleaned properly. It has better laundering qualities than either silk or wool, but must be given the same care. Knitted rayon garments stretch^e in laundering the same as knitted woolens. Rayon should be washed in warm water with a good neutral soap, rinsed in warm water, dried in a warm room, and pressed with a moderately hot iron. Underwear, hosiery, ties, ribbons, and many dress and household materials are made of rayon.

How Cloth Is Made. Cloth is chiefly made from the different fibers that have been discussed here. One grade of the same cloth varies from another chiefly on account of the quality of the fiber that is used in its manufacture, for fibers differ not only

in variety but in quality. Long fibers make cloth of a smooth surface and very short fibers produce cloth that is more or less rough. Fibers also differ in fineness, strength, evenness, and color, as well as in the amount of twist or tension in the thread. Cloth is made by weaving on a loom or by knitting.

The straight, firm, lengthwise edge of cloth, which does not ravel, is called the selvage. The raw edge of cloth is one that is cut or torn. A fold is formed by doubling one part of cloth over another. All cloth is made up of lengthwise and crosswise threads. The lengthwise threads are called the *warp*, and the crosswise threads are called the *woof*.



The Warp and Woof Threads of Material.

Warp threads are usually stronger and straighter than the woof threads. Therefore parts of garments requiring strength, as bands, should be cut lengthwise of the material.

Sometimes cloth which was woven straight is drawn out of shape by pressing, so that it does not look straight, even when cut following a thread. It will become straight after washing, or it can be drawn into place by stretching it on the bias. The bias of any material is found by folding the width along the selvage, so that the warp threads and the woof threads are parallel.

A Textile Fiber Test

The purpose of this test is to determine your ability to name fibers. It may be taken at the beginning of a clothing course and repeated at the close, or at intervals, to check progress in recognizing fibers.

Preparations for the Test. Collect from twenty to forty samples of fabrics, each $1 \times 1\frac{1}{2}$ inches, representing the five fibers, Cotton, Silk, Wool, Linen, and Rayon. Mount each sample on a

card large enough to give a good margin. Number each of the cards. Then, on plain paper, make a list of numbers as follows:

| | | | | |
|--------|---------|---------|---------|---------|
| 1..... | 6..... | 11..... | 16..... | 21..... |
| 2..... | 7..... | 12..... | 17..... | 22..... |
| 3..... | 8..... | 13..... | 18..... | 23..... |
| 4..... | 9..... | 14..... | 19..... | 24..... |
| 5..... | 10..... | 15..... | 20..... | 25..... |

Taking the Test. Identify each fiber passed out by the teacher by writing the first letter of the fiber the sample represents opposite the number on your test sheet corresponding to the number on the sample card. Mark as follows: Cotton (C); Silk (S); Wool (W); Linen (L); Rayon (R). After you have identified each sample, hand it at once to the person next to you.

Some helpful references:

Office of Information, United States Department of Agriculture, Washington, D. C.:

Farmers Bulletin No. 1449, *Selection of Cotton Fabrics* (free).

Miscellaneous Circular No. 31, *The Changing Use of Textile Fibers in Clothing and Household Articles* (price 10c).

Much valuable and useful information can be gathered from women's magazines, newspapers, and advertising material from commercial concerns.

PROJECT III

MAKING YOUR OWN CLOTHES

The Personal Wardrobe. Study your own wardrobe to determine what garments you can make at school. What garments will you make first? The logical answer to this question is to begin with very simple garments, progressing to the more difficult. Experience has shown that girls will make better progress if they make garments that are attractive and also what they really need.

The evolution of home economics is most interesting. Not many years ago all girls were required to make samples of all the fundamental and decorative stitches, seams, and plackets, which were pasted in a notebook. Later they were permitted to make a simple garment. Even now home economics teachers

everywhere believe that information about these sewing processes should be available, and that, when necessary, the stitches and seams should be taught on practice cloth before using them on a garment. But, for the most part, girls are now learning to sew by making useful household articles and wearable garments that are attractive. A half-yard of percale or some firm material is a valuable addition to any girl's sewing basket for use as a practice cloth, because it is much easier to learn to sew on firm material than on material that is soft or flimsy.

The easiest garments to make are those which may be made of firm material, with a distinct right and wrong side—plain or French seams—and after a commercial pattern that fits or has been tested and altered to fit with the help of the teacher or some experienced person. Garments made of soft, flimsy material, such as that commonly used for underwear, and the more tailored garments using the fell seam are among the more difficult problems. Garments with kimono sleeves, on straight lines, are, of course, more easily made than those with set-in sleeves, fitted belt, and placket. Bloomers with elastic in the top and at the knees are more easily made than those with fitted belt and band at the knees. Plain slips with French seams and straps over the shoulders are more easily made than slips having fitted shoulders, gores, and plackets. A kimono nightgown is usually considered an easy problem, but if made of soft, flimsy material, it is more difficult than the simple kimono dress of rather firm material, such as prints and percales. Colored prints or percales make attractive school dresses, and for this reason have been used successfully as the girl's first sewing problem.

Perhaps the teacher will ask you to decide on a certain type of garment, for example, a simple apron, bloomers, or some garment using the kimono pattern. If you do not need the type of garment which your teacher prefers to have made, perhaps you can make one for your mother, sister, or someone else. Making garments for one's family, for hospitals, for children's homes, and for needy people everywhere, suggest ways to be helpful while learning to sew. Making a simple play apron for a child or a kitchen apron for yourself or mother is a problem which is a bit more difficult than making the more simple household articles, such as hot pan holders and tea towels.

Clothing for Laboratory and Kitchen Wear. Laboratory aprons are often the first garments to be made, because the girls need them in the food laboratory. Simple aprons, head bands,

towels, and hot pan holders make good beginning problems, but no one now believes that week after week should be spent in making a rather difficult apron with fell seams and gores.

A simple butcher's apron—bound with commercial bias tape, crossing diagonally in the back with two good-sized pockets, one for handkerchiefs and the other for hot pan holders—makes an excellent apron for use in the kitchen or school laboratory. The head band may be tied in the back with tape or held in place with two small pieces of elastic, making it adjustable and easily slipped on and off. This apron and head band may be made of white or any color decided upon by the class and teacher.

Smocks or all-over aprons are preferred by many for school use, especially when girls do not wear wash dresses. White aprons are often required for laboratory use. Why? Do you prefer white uniforms such as those made of cambric, long cloth, or muslin, or would you prefer to allow each girl to choose the color which is most becoming to her. Why do girls' clubs, football, and basketball teams wear uniforms? Do girls in the food laboratory present a more pleasing appearance when they are all dressed alike? These questions are asked here merely to help you in thinking through this problem, and can best be answered in each class with the aid of the teacher. Appropriate dress for the kitchen, at home or at school, calls for simple, inexpensive, and easily laundered garments.

Study apron patterns. Compare ready-made and home-made aprons as to cost, becomingness, and durability. Find out how many aprons are needed for the school laboratory. Does it pay to make aprons at school? Why?

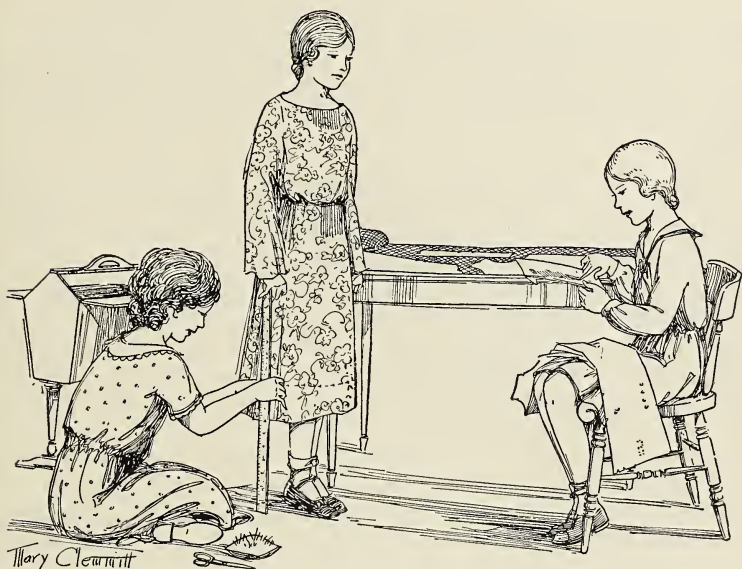
Suggested Order of Procedure in Making Garments. The following order of procedure in making garments was decided upon by a class in home economics. Read it carefully and discuss it with your teacher and the class. Then make one that meets the needs of your individual class.

First Step. Decide upon the type of garment to be made as follows: house dress; dress for street, school, or business; afternoon dress; evening dress; or sport wear.

Appreciations. Garments, first of all, should be of the right color and design for the wearer and appropriate for the use to which they are to be put. The fabric should be suitable in design and the lines of the dress should be in harmony with the natural lines of the figure. In addition, the decorations or trim-

mings should conform to the lines of the dress and should be in harmony with each other. Example: A dress with a round neck should have a curved-line effect repeated elsewhere in the dress. In this connection it is to be remembered that lines running crosswise, such as tucks and ruffles, add breadth to a figure, while lines running lengthwise add height to a figure.

Second Step. Decide upon the type of garment to be made as to suitableness for the individual and its use. Examples: Muslin, long cloth, cambric, nainsook, flaxen, dimity, and sateen for underwear; percale, gingham, chambray, poplin, pique, linen, crepe, and lawn for wash dresses.



Girls Enjoy Planning and Making Their Clothes Together.

Activities. Find out the price of the material, its width, and wearing and laundering qualities. Study the better ready-made garments to determine what kind of material is used in them.

Third Step. Choose a pattern. Study style books, fashion sheets, and ready-made garments for this purpose. The class may help each other in deciding on the becomingness and suitability of each pattern that is selected.

Suggestions. Unless one is experienced and has much time, a simple pattern with few seams should be chosen. Often the same pattern may be used for several garments, especially if the lines are simple and conform to the prevailing styles. Patterns for dresses, aprons, and slips are usually selected according to age for girls, and according to bust measure for adults, while patterns for bloomers are selected by waist measure, loosely taken.

Fourth Step. Study the patterns. Observe the markings on the patterns and learn their uses. The directions should be carefully read and understood before proceeding with the work.

Class Discussion. The teacher will doubtless open one of the patterns and use it for group discussion. During this discussion, the girls should learn to recognize each piece of the pattern, and when each girl opens her own pattern, she should write her name on each piece. After studying the pattern each girl should tell the others the new things learned on her individual pattern.

Fifth Step. This step is to test, and, if necessary, alter the patterns. Patterns may be tested by measuring them on a similar garment that fits. For example, a good way to test a bloomer pattern is to measure a pair of bloomers that one has worn, and knows to be comfortable, to see if the length in the crotch is the same as the pattern. Bloomers that are short in the crotch are not only uncomfortable, but do not wear well. Pin the patterns together, and compare them with a garment that fits, or pin the pattern together on the girl with the help of other girls. Sleeves, if set in, may be pinned on the shoulder seam to test the length and width. The skirt length is easily tested by measuring the length of a finished garment of the desired length, or by measuring up from the floor to the desired length, allowing for hems and seams. Two girls may work together in testing their patterns, but they should ask the teacher to check their work to avoid making mistakes. The teacher will assist in fitting each pattern with the help of the class.

Discussion. The placing of sleeves, collars, belts, and pockets, and matching of all notches on the patterns can be helpfully discussed here. Each pattern should be tested and altered until it fits the individual girl.

Sixth Step. Study how to alter the size of patterns. Change the size of a pattern, if necessary, keeping the outside lines as nearly as possible like the original, and making the alterations

in the center of the pattern. If the pattern is not large enough, slash it and spread it to the necessary width. If it is too large, the surplus length or width may be folded out.

Seventh Step. Find out how much material is needed. If the pattern fits with little or no alterations, buy the amount of material called for on the pattern. The pattern may be placed on wrapping paper the same width as the material to be used in order to find out how much material will be needed.

Eighth Step. This step is to go shopping for suitable material. A shopping committee may bring in materials for class judging and discussion. The materials and their costs are carefully compared with others.

Appreciations and Activities. Samples should be taken home for the approval of mothers or older sisters. Study ready-made garments to discover what kinds of materials are used in them. Note what others are wearing. Textile study includes both reading about textiles and observing the clothes that others are wearing. Window shopping is helpful. Shrink the material, if necessary. If it is colored, test it to see if it fades by washing a small piece, and by placing another piece in the sunshine.

Ninth Step. With the pattern and material now ready, the garment is ready for cutting. Place the pattern on the material so as to cut it without waste. Pin the pattern in position and cut around the pattern smoothly and evenly. Mark the notches. While part of the class cut out their dresses, others may make seams, such as French seams, and do other things needed in the construction of their garments. Cutting, fitting, and all work may be done in groups of two girls working together.

Appreciations. French seams are used on the thinner fabrics; fell seams on the heavier; and plain seams on material that does not fray or on that which is to be pinked or overcast. A plain seam may also be used when two selvages come together.

Tenth Step. Each girl now writes up the order of making her garment, including the seams, and finishes that are to be used. Two girls may work together, asking the teacher to offer suggestions and criticisms. Each girl keeps an itemized account of the cost of her garment to see who has the best garment for the money spent and to compare its cost with ready-made garments.

Eleventh Step. In making the garments, basting and fitting are done frequently and carefully, especially on the first garments. Girls may help each other. Check each step carefully

with the teacher to avoid mistakes, and to assure good workmanship. As special problems, such as putting on bindings, collars, and sleeves, present themselves, the teacher will give assistance. Example: When the first girl is ready, she will call the attention of others about ready for the same problem. Each girl should try all new problems on practice cloth before trying them on the dress or other garments. By basting carefully and by frequent fittings, before stitching, there will be little need of ripping.

Twelfth Step. When all garments are finished there is a general criticism. The garments are compared with ready-made garments as to workmanship, cost, durability, appropriateness, becomingness, and finish. The amount of material and the time used by the various members of the class are discussed.

Appreciations and Comparisons. Does it pay to sew at home? Does sewing at home save money? Always? Sometimes? Never?

How I Made My Dress

By CAROLYN FILLIPS

(Age 11 Years, 7th Grade)

When I chose my pattern, I got one with puffed sleeves, size 8, and when my partner fitted it, it was found just right. Then we put it on paper, measured it, and found that it took cloth 61 inches long and 36 inches wide to make my dress.

This is what my dress cost:

| | |
|-------------------------------------|-----|
| 13¼ yards gingham @ 30c a yard..... | 53c |
| Pattern | 35c |
| Thread | 5c |
| <hr/> | |
| Total Cost | 93c |

My partner and I cut out my dress and then we cut hers. Then we put tailor tacks where the notches were, to guide us in sewing our dresses together. I didn't get the tacks in right, so my teacher had to help me with the sleeves of my dress.

I practiced making French seams on practice cloth before making them on the shoulder and under-arm seams of my waist. I basted all the parts first, and then sewed them at the same time. I sewed first on the right side close to the edge, then turned to the wrong side, creased the cloth on the line where I had stitched,

basted again, and then stitched so there would be no whiskers on my seam on the right side.

I sewed the skirt with a plain seam because the cloth had sel-vage edges. Then I gathered the skirt with two gathering threads, and pulled it up to fit the waist, with the right side of the waist to the right side of the skirt. I then basted them together and made a plain seam on the wrong side. Then I turned to the right side and basted the seam so the waist came over the skirt and stitched right close to the fold, which made the seam turn up on the wrong side. Then I overcast the seam so it could not ravel.

I tried on my dress before stitching on the skirt. The neck was too little, so we cut it down the center front a little bit, because my head is so big. Before binding the neck I decided to sew in my sleeves. I gathered the bottom part of the sleeves with two threads, so the gathers would be nice and smooth. Then I sewed across the ends of my cuffs and turned my sleeve right side out and put the right side of the cuff to the wrong side of my sleeve, and basted the edges together. I then stitched it, brought the cuff on to the right side of the sleeve, turned down the edge, and basted it on so the stitching would not show. Then I stitched it again. This was hard to do, and I broke the machine needle, but my teacher gave me another one and showed me how to put it on. I put the first sleeve into my dress just as soon as I got the cuff on to see how it would look. When we got the tailor tacks matched, it wasn't hard at all. I pinned the sleeve in first, with the dress wrong side out and the sleeve right side out. Then I put the sleeve into the armseye, and fastened it with pins. Then I basted and stitched in the sleeve so I could watch the gathers. I gathered the sleeve with two threads as I did the cuff and the skirt. Then I put the cuff on the other sleeve, tried on the dress, and stitched in the sleeves. I made a plain seam and overcast it.

Before binding the neck, I practiced on another piece of cloth. Then I cut a true bias and basted it on to the wrong side of the neck and down the front when I had cut it. I stitched it just about a fourth of an inch from the edge, as this was the width I wanted my binding to be. Then I turned it to the right side, turned the edge down, basted it so the stitching would not show, and stitched it on the right side.

When I tried on my dress to see about the hem, it was even all around, so I just measured it with a cardboard and basted it

where the hem was turned up. Then I turned under a narrow edge all around, basted it to the skirt, and stitched my hem right close to the edge. I put a hook and eye at the neck, but it doesn't show at all.

My dress will not fade. I pinned a piece of the cloth to our curtain at school so the sun could shine on it, and I washed another piece just as a dress is washed. Neither piece faded.

I didn't make bloomers, because I wear the rayon bloomers and shirt all in one piece, and so I didn't need bloomers to match this dress.

I surely like my dress. Do you like it from the way I have tried to describe it, Reader?

How I Made My Dress

By HELEN BUTCHER

(Age 12 Years, 7th Grade)

The dress of my project was made of tan percale with red and blue figures. I bought four and one-half yards of this material, 36 inches in width, at 19c a yard. I made the dress by a Pictorial Review Pattern. The cost of my dress was: pattern, 35c; thread, 10c; elastic, 10c; material for dress and bloomers, 86c; total, \$1.41.

My mother shrank the material by putting it in the bathtub, letting it stay half an hour, and drying it in the shade.

My teacher and partner fitted the pattern. The sleeves had to be cut one inch longer and one and one-half inches wider, and the front and back sections one inch wider and four inches longer. To make these alterations I cut the pattern down the center and spread it the required width. The additional length was, of course, easily added.

After I had measured the amount of fullness to come out I smocked the material at the shoulders. I had first smocked on practice cloth to learn to make the stitch.

The next step was to put the sleeves to the waist. I did this by turning under a seam allowance on each sleeve, basting it, and then pinning the sleeves on to the front and back sections, keeping the raw edges even as I lapped the sleeves onto the waist. I then basted and stitched this close to the edge on top of the sleeves, afterwards overcasting the seams on the wrong side.

The next step was to sew the underarm and sleeves with a French seam. This was done by pinning and basting the wrong sides together, with the edges even, and stitching close to the edge; then turning the material to the right side, basting and stitching the second seam deep enough to cover the raw edges.

The next step was to embroider the collar and pocket. I had already bound the center front at the neck opening and made the collar and sewed it to the neck. I had cut the collar double, and pinned and basted it to the dress with the wrong side of the collar to the right side of the dress, and with the neck edges even. I cut a true bias one inch wide, basted this on top of the collar even with the edge of the neck, and stitched it all together one-fourth of an inch from the edge. I turned the bias strip to the wrong side of the neck and faced it to the dress.

To put the cuffs on, I first sewed the ends of them with a plain seam. I then turned the sleeves to the wrong side, put the right side of the cuff to the right side of the sleeve, and gathered the sleeve edge to fit the cuff. After putting two gathering threads in, I basted the sleeves to the cuffs, and stitched them one-fourth of an inch from the edge. I then folded the cuff to the wrong side of the sleeve, turned the raw edge under, basted it so that the stitching would not show, and then whipped it down by hand.

The next step was to put on the pocket. I first found the place on the dress where I wished to put it. After turning under and basting the edges of the pocket, I pinned, basted, and stitched it to the dress.

To put in the hem, I stood on a table while my partner, with the help of a yardstick, put pins in to show me where the hem was to be turned under. After I had turned the hem at the place where she had pinned it, and basted it, I tried the dress on to see if it hung straight. After adjusting the hem until it was straight, I turned under a narrow edge, basted it, and stitched it close to the fold.

My dress will not fade. I tested its color-fastness by washing a sample of the material in warm water with a neutral soap, and by placing another piece in the sun.

Making Clothes for Others. Sewing for others gives valuable practice and experience. A girl who sews well may not only help with her own clothing problems, but also sew for others for pleasure or to make money. Sewing for the needy, in co-operation with the Red Cross and other charity organizations, sug-

gests a means of being helpful and acquiring additional experience. Taking the entire responsibility for the family mending not only gives an older daughter valuable experience, but increases her mother's leisure. Experience in making garments for children may be secured by those in whose homes there are no young children by sewing for a busy neighbor, a relative, or an orphans' home.

Making Children's Clothes. Children's clothing should be comfortable, healthful, durable, easily laundered, suitable in color and design, and reasonable in cost. The finishes in children's clothes should be durable and well made. French seams and fell seams are most desirable for children's clothing. Trimings should be simple and thoroughly in keeping with the garment.

Some very helpful bulletins and leaflets have been prepared for your use by the Bureau of Home Economics. They include such topics as: *Children's Rompers*; *Sun Suits for Children*; and *Dresses for the Little Girl*. These leaflets are free. You may obtain them by writing to the Office of Information, Bureau of Home Economics, Washington, D. C.

How to Make Children's Clothes, by Mary Brooks Picken, published by the Singer Sewing Machine Company, price 25c, includes such topics as the following: Making the Layette; Rompers and Play Aprons; First School Dresses; Mending Children's Clothes; Occasional Frocks; Boys' Clothes; Clothes for Junior Girls; and Good Taste in Children's Clothes.

Some additional references:

Office of Information, United States Department of Agriculture, Washington, D. C.:

Farmers Bulletin No. 1530, *Fitting Dresses and Blouses*, free.

Misc. Circular No. 90, *Score Cards for Judging Clothing Selection and Construction*, free.

How to Make Dresses; Singer Sewing Machine Company, 25c.

Sewing Books and Supplements Giving Designs for Using Bias Tape; Wright & Sons, Manufacturers, Orange, N. J., 10c.

Dressmaking Made Easier; McCall Magazine and Pattern Co., 25c.

Sewing Hand Book for Club Girls; State College of Agriculture.

PROJECT IV

SEWING FOR THE HOME

In making clothes, it is practically always advisable to buy a pattern, but a pattern is not always necessary when the simpler things of household use are being planned. In practically every home there will be found someone who will willingly and gladly take time to show an interested beginner how to make such articles of household furnishing as pillow cases, towels, and curtains.

A study of finished products which have been made at home by others or ready-made things displayed in stores will be found helpful and interesting. Examine finished products similar to the one you are planning to make. Perhaps you can cut a paper pattern from one that you like. Measure the length and width, allowing for the width of the hem, to determine the amount of material that is needed. Notice the seams, handwork, or hem-stitching finish.

The Home Linen Closet. List the articles in your home linen closet. How many of these articles can you make? Do you know why sheets, pillow cases, napkins, and towels that are made of cotton are usually referred to as linen? It is because originally linen was the only fabric available. Sheets may be bought ready-made or material called "sheeting" may be bought by the yard and hemmed at home. Pillow cases may be bought ready-made or made from pillow tubing or from cloth bought by the yard. Pillow tubing is woven so that pillow cases can be made without seams up the side. Pillow cases should fit snugly but not tight. They should be about six inches longer than the pillow, with hems about two inches wide at the open end. Sheets should be about two feet wider and at least two feet longer than the bed for which they are intended. Table linen should be simple and easily laundered. Unbleached linen, butcher linen, and various cotton fabrics are used for the table because genuine linen is too expensive. The amount of bed linen, bath towels, and table linen needed in a home depends upon the number of people and the facilities for laundering.

The following list of linen closet essentials, taken from *How to Furnish the Small House*, Better Homes in America, Washington, D. C., was based on the needs of an average family of four or five in number.

For Bedroom and Bathroom

- 4 sheets for each bed (cotton)
- 1 bed pad for each bed (cotton)
- 1 bureau scarf for each bureau (linen or cotton)
- 3 face towels for each member of the household (linen)
- 2 guest bath towels (cotton)
- 4 small guest hand towels (linen)
- 3 pillow cases for each pillow (cotton or linen)
- 2 bedspreads for each bed (cotton)
- 3 bath towels for each member of the household
- 2 bath mats (cotton)
- 4 wash cloths for each member of the household

For Kitchen and Dining Room

- 12 dish towels; 6 glass towels
- 7 kitchen hand towels with loops
- 2 floor cloths
- 3 dust cloths
- 4 centerpieces
- 2 tray cloths for each tray used
- 6 finger bowl doilies (linen)
- 1 silence cloth
- 2 dish cloths
- 2 cheesecloth squares for salad strainers, pudding, etc.
- 2 oven cloths with loops
- 2 tablecloths for dinner (linen)
- 24 napkins at least (linen)
- 12 tea napkins (linen)
- 12 hot-plate holders to go under luncheon doilies
- 6 serving napkins

Counting Time as Well as Cost. Keep an account of the cost of the material in all the garments or household articles that you make. Keep a record of the length of time it takes you to make them. Put a value on your time and add this to the cost of the material. Of course, the beginner's time is paid for by

actually learning to sew, but time is very often as important as money to busy mothers. For this reason, many people buy everything ready-made unless there is a real saving to be accomplished by doing the sewing at home.

Some additional readings:

Bulletins: Office of Information, United States Department of Agriculture, Washington, D. C.:

Misc. No. 4, *Present Trends in Home Sewing*, 5c.

Farmers Bulletin No. 1516, *Principles of Window Curtaining*, 10c.

Farmers Bulletin No. 1449F, *Selection of Cotton Fabrics*, free.

What Length Sheets; Cotton Textile Institute, 320 Broadway, New York City, free.

Short Cuts in Home Sewing; Singer Sewing Machine Co., free. (Tells how to do tucking, shirring, plaiting, ruffling, how to apply bindings, sew on lace, etc. May be obtained free at any Singer Shop or by writing to Singer Sewing Machine Co., Singer Building, New York City.)

PROJECT V

THE MENDING BASKET

Clothes of the best materials, of good color and design, and well made, often make the wearer appear poorly dressed and untidy because they have not been kept in good condition. To keep clothes in good condition, it is necessary to mend the rips and tears; sew on buttons, hooks and eyes, snaps and trimmings; strengthen or rework buttonholes; darn worn places or reinforce them by placing a piece of cloth underneath and catching or darning it to the material with ravelings or self-colored thread.

Garments that are pinned together look very untidy, and detract from the appearance of the person who wears them. Hooks and eyes, snap fasteners, and buttons should always be sewed on as soon as they come off a garment. Stockings should be mended neatly and never worn with holes in them. Garments that need patching should be mended carefully, and if possible, before they are laundered.

Mend Your Own Garments. Bring some of your torn or ripped garments to school and learn how to mend them. Ask your mother to help you select garments that need buttons, hooks

and eyes, and snaps; stockings that need darning; and other garments that need patching or mending. When you have learned to mend and care for your own clothes, perhaps your mother will let you mend your little brother's or sister's garments. If you have no brothers or sisters of your own, ask your mother or teacher to find some little boy or girl who needs your help. With practice you will soon be able to relieve your mother of the entire responsibility of mending and repairing the family clothes. What tools and equipment are needed in the mending basket?

How to Darn. Darning is the replacing of worn material with a weaving stitch and is one of the very best methods of repairing stockings, sweaters, and all kinds of knit goods. The thread should match the material in the garment as nearly as possible, both in color and kind. A needle that is too large will cause the weaving to be too loose and conspicuous in appearance.

In darning stockings trim away the ragged edges around the hole. Strengthen the weakened places by weaving the darning thread in and out to add thickness. Begin the weaving a few stitches to the side of the hole; then, when the hole is reached, weave in and out below the hole, carry the thread across to the opposite side of the hole, and weave in a few more stitches. Have the thread go in the cloth on the right side once and on the wrong side the next time so that no raw edge will show. Continue until the hole is covered with threads, then weave in and out of the material on the sides to strengthen them. You are now ready to fill in threads going in the opposite direction. Weave in and out of the material next to the hole as before. Inside the hole go over one thread and under one across to the opposite side. Continue in this manner until the hole has been filled in. Be careful not to draw the threads enough to pucker them. Always match the color of the stockings with the thread that is used. Use two strands of darning cotton for heavy cotton hosiery, and one strand for thin cotton stockings. Use silk darning thread for silk hose, and yarn for woolen hose.

Patching. Patching is a method of repairing that is used when the hole is too large to be darned. If possible, use an old piece of the material, as a new one is apt to be of a different color and also strong enough to tear away the weakened part of the cloth. There are two kinds of patches, the hemmed patch and the overhand patch.

To make a hemmed patch, trim the hole neatly in the form of a square or rectangle. Cut the corners of the hole diagonally

one-fourth of an inch at each corner, crease a one-fourth inch fold to the wrong side of the material on the four sides of the hole. Cut the patch one inch larger than the open space, matching the figure if there is one, and having the warp threads of the patch parallel with the warp threads of the garment. Baste the patch to the under side of the garment, with the right side of the patch facing the wrong side of the garment. Hem down the turned-in edges of the hole. On the wrong side of the garment, turn the edges of the patch and fasten them with a catch stitch.

To make the overhand patch prepare the hole the same as for the hemmed patch. Cut the patch one inch larger than the hole in each direction and match the design or figure if there is one in the material. Turn a one-fourth inch fold to the wrong side of the four sides of the place to be patched. Then turn in the edges of the patch so that it will fit exactly into the space to be filled. Overhand it in place from the wrong side, taking care to have the stitches show as little as possible on the right side. Use as fine a needle as will hold the thread. Work carefully or the material will pucker. After overhanding the patch in place, overcast the raw edges of the seams. If new material is to be used and the old garment is faded, place the new piece in the sun until it resembles the color of the garment.

PROJECT VI

KEEPING OUR CLOTHES CLEAN

Personal cleanliness applies to clean clothes as well as to a clean skin. Our clothes are laundered or dry cleaned to keep them fresh, hygienic, and attractive. When soiled clothes are washed in water, we say they are laundered; when they are washed in gasoline or naphtha, we say they are dry cleaned.

Sometimes we get spots on a garment that is otherwise clean. Fresh spots are more easily removed than old ones. For this reason all spots should be removed as soon as possible after they appear. It is always better to remove spots before washing or cleaning the entire garment, because the cleaning process sets certain kinds of stains. If one knows the nature of the spot, the work is simplified.

Two precautions should be kept in mind in removing any kind of spot: first, not to destroy the surface or finish of the material; and second, not to rub dark or colored fabrics hard

enough to remove the dye. It is more difficult to remove spots from colored material than from white because there is danger of removing the color. It is a good plan to experiment on a small piece of goods of like material or on the edge of a seam. This applies not only to colored fabrics but to all delicate fabrics. Knowing the kind of material in the garment is important. Some methods used in removing spots from cotton and linen are injurious to wool and silk.

White cotton and linen goods can be boiled and rubbed vigorously. Wool and silk are injured by boiling water and by hard rubbing. Whenever in doubt as to the effect of washing or dry cleaning a color or a fabric, it is a good plan to try the effect of spot removers on some inconspicuous part. Careful laundering and sunshine will do much in removing ordinary spots. Use a neutral soap.

In cleaning with water or any kind of liquid, the chief difficulty seems to be with the ring left after the spot is removed. Try placing the spot over a folded bath towel, moving to a clean, dry place on the towel from time to time. After the spot is removed, begin at the outer edge of the ring and dry toward the center.

Classes of Stain Removers. Stain removers may be divided into absorbents, solvents, and bleaches. Absorbents are used for removing grease spots. French chalk, talcum powder, fuller's earth, oatmeal, and starch are absorbents. Cover the grease spot with the absorbent, let stand for several hours, and then brush carefully, repeating the process when necessary. Grease spots may be removed by placing the spotted fabric between two sheets of clean, white blotting paper and pressing it with a warm iron. Solvents are used to dissolve a stain. Gasoline, alcohol, benzine, turpentine, ether, and chloroform may be used for this purpose when water fails. When boiling water is used, it should be poured from a height on the spotted fabric, which should be stretched across a bowl. When other solvents are used, lay the spotted material on a pad of cloth, apply the solvent with a cloth, and rub from the edge toward the center of the spot. Change the pad occasionally. Gasoline, alcohol, benzine, chloroform, ether, and turpentine are all inflammable materials and should never be used in a room where there is a fire or flame of any kind.

Bleaches are used in the last attempt to remove a stain and should be applied very carefully to prevent injury to the fabric.

Javelle water, oxalic acid, and potassium permanganate are more successfully used for this purpose than lemon juice or sour milk, but will injure the fabric if not used correctly.

Some Common Stains and How to Remove Them. Removing spots and stains is a real problem, for one should know the characteristics of the fabric, the nature of the stain, and the effect of the stain remover upon the color of the fabric.

Acid Stains. Sponge with water containing a little ammonia. Sometimes fumes from the bottle are sufficient. Use this process with extreme care on colored garments.

Blood Stains. Blood stains may be removed from *cotton* and *linen* by soaking them in cold water for several hours and then washing them in the usual way with soap and hot water. Ammonia helps to remove old stains. Hot water helps to set blood stains and makes it more difficult to remove them. To remove blood stains from *wool* and *silk*, sponge garments containing them in cold or lukewarm water. If care is used not to injure the color, hydrogen peroxide may be used. Make a paste of raw starch and cold water and apply it on thick materials. When the starch becomes discolored, make another application.

Stains from Chewing Gum. Use a solvent such as gasoline or benzine.

Chocolate or Cocoa Stains. Use boiling water, borax, and cold water, or potassium permanganate, if necessary, on white goods.

Coffee and Fruit Stains. To remove these stains from cotton and linen, spread the article over a bowl and pour boiling water on the spot from a height. Like other stains, these are more easily removed when they are fresh. Then, too, they must be removed before boiling, for that only sets the stain and makes it immovable. Ammonia removes these stains from white clothes, table linen, and the like, but be careful not to use it on colored clothing, for it may remove the color along with the stain. If ammonia is used, test it on a hem. To remove these stains from silk or woolen articles, use warm water, because boiling water injures the fabric. A little borax added to the warm water will aid in removing the stain.

Stains from Cream. Wash the stained part in cold water, and then in warm water and soap. A solvent may be used.

Fly Paper. Use a solvent.

Grass Stains. Grass stains on cotton and linen may be removed with soap and water. If stains are made on materials

that cannot be laundered, remove them by sponging with alcohol. Remove grass stains from wool and silk by the same methods you use with cotton and linen.

Grease Stains. To remove grease from cotton and linen, use soap and warm water. To remove grease from wool and silk, use some solvent such as chloroform, carbon tetrachloride, commercial fluids sold under various trade names, or gasoline, but remember to keep these fluids from the fire or flames. French chalk is excellent for removing grease spots and will not injure the most delicate fabrics. When using French chalk, cover the spot on the wrong side with the powdered chalk. Leave it for twenty-four hours, and then brush it off.

Ink. To remove ink stains from cotton and linen is more difficult than to remove other stains, because no two brands of ink are made by the same formula. Wash a fresh ink stain out at once with water. Another method is to soak the stain in milk for at least twenty-four hours, changing the milk as it becomes colored from the ink. Of course, the milk will leave a grease spot. Remove this with soap and water. Ink spots on white materials can be removed by applying oxalic acid repeatedly and Javelle water, which can be obtained at a drug store. Don't forget the warning, though, that oxalic acid is *poison*. Ink eradicators may be used, but they cannot be used on colored goods, for they will remove the color. Milk and water can be used on wool and silk, but do not use the acids on these goods.

Iron Rust. To remove iron rust from cotton and linen, wet the stain with water and put a few drops of oxalic acid on it. Lemon juice may be used by squeezing the juice on the spot, covering it with salt, and exposing it to the sunlight to let it bleach. Wash the acid out thoroughly with water, otherwise you will find a hole or worn spot appearing in the garment. Wool and silk may be treated in the same way as cotton and linen are treated.

Milk Stains. Wash in cold water, and then follow with soap and water or a solvent.

Mildew. Fresh stains may be worked out in cold water; if this fails apply lemon juice and salt and lay the garment in the bright sunshine. Use Javelle water or potassium permanganate and oxalic acid, if necessary, on white goods.

Paint. To remove paint from cotton and linen, sponge the spot with turpentine, benzine, or gasoline while it is fresh. Apply chloroform, mixed with turpentine, if the stain is old.

Wool and silk can be cleaned by using the ideas given for cleaning paint from cotton and linen.

Perspiration. Wash the garment in warm water and soap, and place it in the sun to dry (white goods). Odor in unwashable material may be removed with alcohol or chloroform.

Tobacco. Apply diluted hydrochloric acid to the spot, rinse it in diluted ammonia, and sponge with soap and water.

Wax. Scrape off the substance with a knife or sharp article. Press the soiled portion between blotters, using a hot iron. Alcohol will remove the color stain of candle wax.

Dry Cleaning at Home. Boys and girls should not attempt to do dry cleaning without the assistance of someone possessing experience. Many accidents have resulted from the careless use of cleaning solvents. Dry cleaning is now being done with technical naphtha, a cleaning solvent which is said to have a low flash touch. This means that it is less explosive than ordinary gasoline or naphtha.

When Garments Should Be Dry Cleaned. Garments, curtains, and drapes of silk, wool, lace, chiffon, or a combination of these and those which are colored or for any other reason cannot be washed, should be dry cleaned. Sometimes the supplies needed for dry cleaning a garment cost as much as would be incurred by sending it to a professional cleaner. Dry cleaning at home is, therefore, economical only when several garments or articles of house furnishings are to be cleaned. When garments are very expensive or badly soiled, it is much better to have them cleaned at a dry cleaning establishment, even if it necessitates sending them away to a distant city.

Directions for Dry Cleaning. Before cleaning by any method, all rips and tears should be mended, and, if possible, all spots removed. Dry cleaning does not usually remove fruit, grass, perspiration, and blood stains. Spots may be marked with thread before dipping a garment, to indicate where additional rubbing is necessary. Rubbing should be done with the hands only. However, squeezing is better than actual rubbing. Do the work outdoors if possible; if not, open both the windows and doors and stay away from all possible contact with fire. Have enough cleaning fluid to wash the fabrics thoroughly and to rinse them twice. A gasoline soap may be used in the first water. After washing and rinsing a garment, shake it and dry it in the open

air. When it is thoroughly dry, press it as you would any garment made of the same or similar material.

When Clothes Are Laundered. Clean, well-laundered clothing enhances personal attractiveness. Therefore, since we all desire to look well, everyone should assume responsibility in helping with the family laundry. When the washing is done at the commercial laundry, the members of the family may take turns in getting the "wash" ready to send out and in checking it upon its return. The laundry will furnish blanks upon which to list all garments and household linen. Make duplicate slips, and keep one yourself. Pin the other to the outgoing laundry, with instructions as to whether the clothes should be "wet washed," "rough dry," or "finished."

Inspect each garment as you sort the clothes. Runners or broken stitches in knit underwear and tears which might be made worse in the laundering process should be mended. Spots and stains requiring special care should be removed. Remember that hot water sets such stains as fruit, grass, and blood.

Silk stockings and underwear, colored garments, hand-made linen, dainty handkerchiefs, and woolen garments may be safely handled at the commercial laundry if marked "special attention." But since special handling costs more, such garments are usually laundered at home.

Laundering Clothes at Home. Do you help with the laundry? If so, you realize that clothes must first be sorted and inspected; all torn or worn places mended, and all stains and spots removed before they are washed.

White clothes are usually washed in hot or warm water, because heat causes the thread of the cloth to expand and thus release the dirt it contains. Clothes are rubbed on a board, or washed in a machine, because friction removes dirt. Soap, another cleaning agent, also helps to remove dirt. A good suds is necessary in washing clothes. It not only keeps white clothes clean to boil them, but sterilizes them. When there is sickness in the home, boiling is especially necessary.

All clothing should be wet in cold water before putting it into hot water, as heat is known to set spots and stains that might otherwise disappear in ordinary washing. Soil in garments and linens is made up largely of oil secreted from the skin they touch, or of other greases that accumulate in cooking. In personal and bed linen there is also present considerable waste

thrown out by the skin. Soap in water wraps itself around these particles of grease and removes them. If it were not for this grease, water alone would wash most of the dirt out of fabrics.

The necessity of rinsing is evident when we realize that these clothes are not clean until all the dirt the soap has loosened is washed away. Therefore, a thorough rinsing is necessary. No matter how much you rub them or how long you boil them, if they are not rinsed at least twice in plenty of clean water, they will not be clear and clean looking. The first rinsing water should really be hot to remove the soap and take out the loosened



Keeping Your Clothes Clean and in Good Order Is Essential to Being Well Dressed.

dirt, since cold water causes a scum to form that will stick to the clothes. Bluing is used to counteract the yellow color of garments. The yellow color in clothes may be caused by lack of sunlight or careless rinsing.

Clothes that are properly washed, rinsed, and dried in the sunshine require little bluing. Starch is used to produce an attractive finish on the fabric and to add body to the garment.

A starched garment resists moisture and soil for a longer period of time than one that is laundered without starching. The prevailing style dictates what garments should be starched. What garments are you now wearing that have been starched?

Wipe the clothes line with a fresh, clean cloth before hanging the clothes. Hang colored clothes in the shade and white clothes in the bright sunshine.

Ironing Your Clothes. After the garments have been dried, dampen them for ironing. In ironing the garments be careful not to pull or stretch them out of shape. Iron the clothes dry as you go. Garments left damp are only half-ironed and will look rough in finish. No definite rules can be given that will apply to all garments.

Embroidered articles should be ironed on the wrong side, and protected by several thicknesses of cloth under them.

Curtains should be measured before washing, and when ironed or dried should be stretched to the original measurements. When curtains are dried on frames, they do not need ironing.

Lace, too, may be pulled into shape, stretched to its original measurements, and pinned on a flat covered surface to dry. Ironing will then be unnecessary.

In ironing handkerchiefs, towels, napkins, and other linens, keep the corners square and pull the edges straight.

In ironing tucks and plaits, be sure that each part is dry before beginning the new part.

Collars and cuffs should be ironed on the wrong side and not folded or creased. If a second pressing is given to hems, tucks, bands, and collars, the appearance of the garments will be much improved.

Always iron a fabric with the thread of the goods. Iron muslins and linens on the right side and prints on the wrong side. The iron is not hot enough until it will hiss when touched with the moistened finger.

Laundering Woolen Garments. Wool will shrink, felt, and thicken unless it is very carefully washed. Boiling water causes wool fiber to shrink and mat. When wool is rightly laundered, it remains soft and fluffy. Lukewarm water for both washing and rinsing should be used. Use a mild soap, flakes, or chips, to make suds. Do not rub the soap directly on the garment. Dip it up and down in the suds and squeeze it. Do not rub the gar-

ment or twist it. It may be necessary to change the water several times in order to remove all dirt. Rinse woolen garments in clear warm water, squeeze them dry, and pull them into their correct shapes. Do not hang them in the sunshine or place them close to a fire to dry. Never allow woolen garments to freeze.

Knitted woolens should be laid on a bath towel and allowed to dry. If they are hung up, they will stretch out of shape. Do not use a hot iron on woolen material. It is a good idea to place folds of cloth over woolen fabric while pressing it.

Laundering Silk and Rayon. When laundering silk and rayon stockings, underwear, and other garments, use warm water with a mild soap. Dissolve the soap in the water, making good suds. Follow the same procedure in washing silk and rayon as that used in washing woolen garments, that is, dip them up and down in the suds, squeeze them rather than wring them, and rinse them in several waters. Crepes and marquisettes should be ironed before they dry to prevent them from shrinking. Allow pongee silk to dry thoroughly; then iron it on the wrong side with a moderately hot iron. Knitted silk underwear and silk jerseys should be ironed after they are dry, and often must be stretched back into shape. Silk gloves and silk stockings do not need pressing. When hanging silk garments to dry, arrange them so that as little stretching as possible will take place. White silks may turn yellow unless put through a bluing water. It is really better to dry silk and rayon garments by placing them between towels than by hanging them. When they are almost dry, press them on the wrong side with a moderately hot iron. Remember that a hot iron will not only scorch silk, but will make it stiff and ugly.

How to Wash Colored Garments. Colored fabrics should never be washed in hot water. Hot water may cause the material to fade. Use warm suds with a neutral soap. Never soak colored goods, but wash and rinse them carefully, quickly, and thoroughly. It is better to wash only one garment at a time. Hang it in the shade to dry or place it between dry cloths, and iron it when half dry. Iron on the wrong side with a moderately hot iron. Cretonne used for curtains or pillows should be washed by this method.

Do not sprinkle colored garments until ready to iron, as the colors may run. If they are starched, they should be turned

wrong side out and starched in warm starch. Fresh starch should be used for each color. Rub the starch in thoroughly.

Some helpful references:

Office of Information, U. S. Department of Agriculture, Washington, D. C.:

Farmers Bulletin No. 1099, Home Laundry, 5c.

Approved Methods of Home Laundering; Procter and Gamble, Cincinnati, Ohio (free).

Rayon on Monday; Rayon Institute of America, Inc., 250 Fifth Ave., New York City.

More Power to the Home; Washing; Ironing; National Electric Light Association, 29 W. 38th St., New York City.

UNIT V

HOME IMPROVEMENT AND BEAUTIFICATION

CHAPTER I

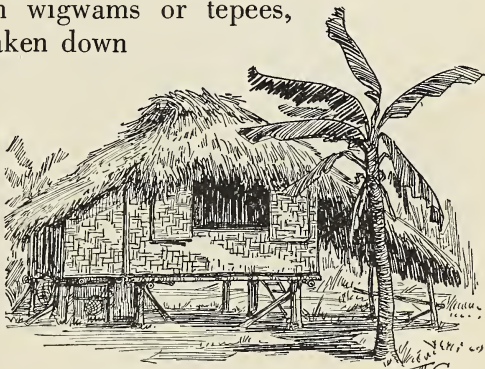
MAKING THE HOUSE HOME

*"A house is built of bricks and stones,
Of sills and posts and piers;
But a home is built of loving deeds,
That stand a thousand years."*

—VICTOR HUGO.

Homes, Past and Present. Just a few thousand years ago our ancestors did not know how to build houses. Like the modern Robinson Crusoe, they sought protection from the weather and the wild beasts in caves. And even when the white people first came to America they found the Indians wandering about from place to place and living in wigwams or tepees, which were easily taken down and moved.

As people grew civilized, and learned to plant wheat and corn and to domesticate wild animals, they found it necessary to stay in one place until the crops were

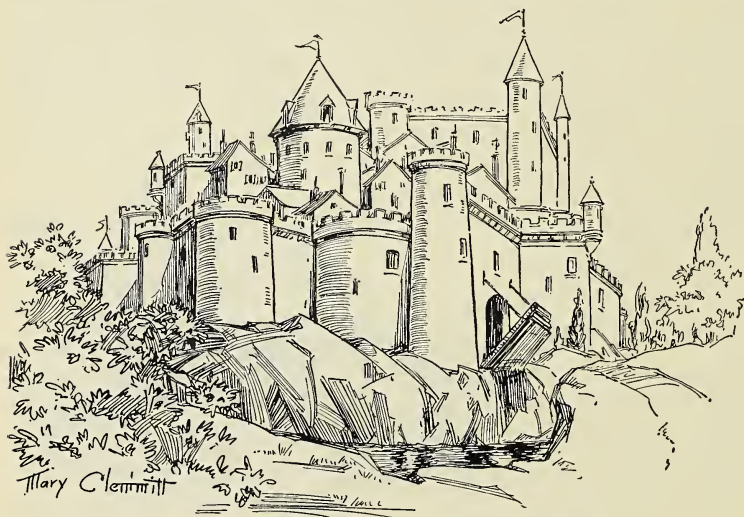


A Primitive Home in the Philippine Islands.

harvested. They could not raise sheep and cattle, plant gardens, and keep chickens if they had to clear land each year and to provide new shelter for themselves and their animals. Thus necessity taught them to

keep the same land from year to year, and finally to own it. The same necessity taught them to make their homes permanent enough to last longer than one season. So from the crude beginnings forced on them by necessity, they learned in after years to build real houses with fireplaces and chimneys. As civilization advanced, home building was finally developed into the science and art that we now call architecture.

Changes in Architecture. For long years buildings were erected to provide protection and defense from the attacks of other men, because man was formerly more warlike than he is today. Then it was the custom not merely



A Medieval Castle—A Home Built for Defense.

to build houses so as to resist the elements, but to surround them with walls, moats, and ditches, and fit them with strong doors that would repel the attacks of an enemy.

All these warlike features have disappeared from our architecture with the advance of civilization. Buildings

no longer frown with turrets, embattlements, and fortress-like effects. The architect draws his plans to secure external beauty of lines. The interiors are designed to offer comfort and convenience and to produce artistic effects.

The original purpose of the house was protection from preying beasts, hostile men, and warriors. Is protection still one of the chief purposes of the house? Yes. Protection from what? From physical dangers, as of old, and such things as disease, fatigue, unrest, and new perils ushered in by our changed methods of living. The good home will always be a haven of rest—a place of refuge and security from dangers. Its walls will continue to be thought of as bulwarks behind which to hide from the enemy, Wrongdoing, and within these walls our parents will ever be regarded as our chief defenders and protectors.

The Home Ideal. When the atmosphere of the home is cheerful, restful, and satisfying, its members go forth with high ideals, ready to meet life with its many perplexing problems. Hence home should be restful both to the mind and body, and should be a hallowed place for every one of its members. The home should mold the lives and characters of its inmates, because no other place offers the same opportunity by precept and example to teach and learn the true values of life.

“The cornerstone in *Truth* is laid,
The guardian walls of *Honour* made,
The roof of *Faith* is built above,
The fire upon the hearth is *Love*;
Though rains descend and loud winds call,
This happy home should never fall.”

Love of Home. The scientist says there is such a thing as racial memory, or racial habit. Therefore, races of people are born with instinctive likes and dislikes for certain things that were liked or disliked by their ancestors.

If this is true, it may account for the instinctive love of home with which we are born. Perhaps a better explanation is that we inherit a love of home, and increase this natural attachment by long association with our parents, brothers, and sisters. Without regard, however, to the reasons for this deep-seated feeling, we know of a certainty that love of home is one of the strongest human emotions.

That home love is instinctively rooted in a feeling of protection and security, and that this feeling existed even before man was civilized is made evident by the behavior of the young of the lower animals. The parents of the wild protect the home lairs or nests of their young in every way possible. Let one bold enough to disbelieve this fact disturb the home of bees or ants, or a nest of hornets! The home life of these lower animals is full of unique interests, but none is more striking than this disposition of the parents to defend their homes, unless it is the eager willingness with which their young seek protection in the home shelters. In which respect is there room for a comparison between our home life and that of bees, ants, and birds?

"Truly the love of home is interwoven with all that is pure and deep and lasting in earthly affections. Let us wander where we may, the heart looks back with secret longings to the paternal roof. There the scattered rays of affection concentrate. Time may enfeeble them, distance overshadow them, and the storms of life obstruct them for a season; but they will at length break through the cloud and storm, and glow and burn and brighten around the peaceful threshold of home."—HENRY W. LONGFELLOW.

When is a home a home in the ideal sense? In the ideal home there are order, peace, and harmony among the members of the family. The house itself seems to belong to the family through an ability to make room for individual and collective ideals. In the best sense, it imparts an atmosphere that is comforting and attractive even to an

onlooker. This atmosphere is lighted by the pride of every member of the household. And though the appointments and furnishings are meager, this is forgotten when the contentment and satisfaction that make life worth living are found present.

A Well-Ordered House. A house that is kept in good order is not necessarily a home, though order in the house is essential to the success of the home. The making of a good home must be the orderly and collective work of all who dwell in it. Unless every one who shares in its blessings also shares in the everyday duties of the home, the pleasure of some other member of the family is likely to be marred or interrupted.

Order Gives Time for Rest. Mothers cannot be at their best unless they have time for exercise, rest, and leisure. The strict observance of good health habits applies to mothers as well as to their children. Rest and diversion mean the same thing to your mother that sleep and play mean to you. A well-ordered home must contribute to the physical, mental, and emotional health of every member of the family. Therefore, the help you can give may release your mother for the performance of some service that contributes more to the happiness and order of the home than the work you can do. Sharing the housework will enable you to help in making the house a real home for your mother and father as well as for the children in the home.

Home making has been called "housekeeping plus"; plus meaning the art of keeping people happy, and housekeeping, the science of keeping the house in order.

The Purpose of the House. To make the house do its full part in contributing to wholesome everyday living, let us stop a moment to consider the function of each room in the house. What are the purposes of the living room, the kitchen, the dining room, and the bathroom? The bed-

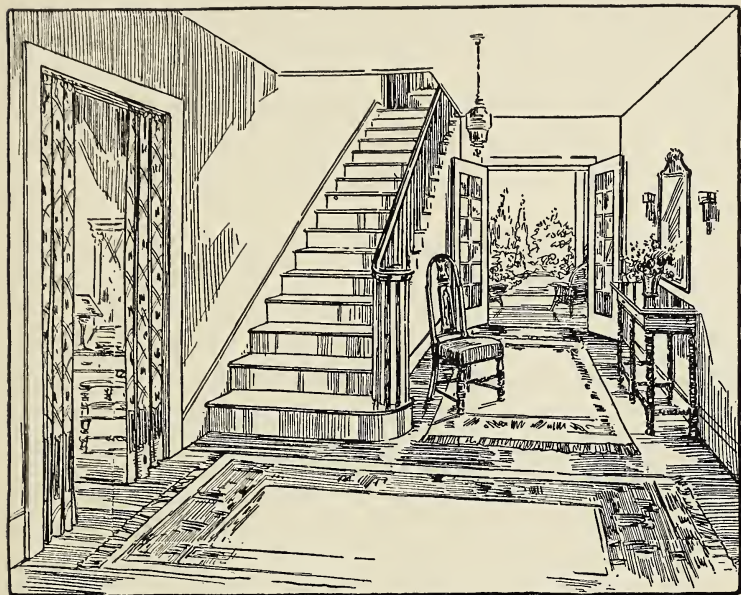
room is a place of rest; the living room is chiefly a place for the leisure and recreation of the family and for receiving company; the kitchen and dining room are used to supply the food needs; the bathroom and bedroom are places for grooming and making the body clean; and the library is a place for reading and studying.

Rooms Planned for Several Purposes. Often it happens that one room must serve several purposes, as, for example, when (1) the living room is used as a dining room and also for such work as sewing and studying; (2) when the kitchen serves both as a dining room and as a laundry; and (3) when the bedroom is used for reading and studying as well as a place for sleeping and resting. Whatever the need, it is easy to see that in every house each room should be planned for the use of the people who will occupy it.

Houses should reflect the habits and personalities of their occupants by being fitted and kept in accordance with their tastes and methods of living. Rooms should be planned and furnished according to the habits of the people who are to use them. Study the house you live in and the houses you visit to see if they can pass the test of real service, that is, suitability to the lives of their occupants.

Good Home Standards. What is meant by "the good home"? Individual homes will always vary greatly because such vital factors as personal choice, the family finances, the size of the family, and the community standards influence the making and the keeping of a home. Can anyone say when a home is a good one? Yes. There are certain characteristics that fit and describe the good home faithfully and accurately. What are these characteristics? In answer to this question, someone has aptly said: "The good home should be healthful and sanitary; clean, orderly, and in keeping with the family finances;

beautiful to look upon; and in all things thoroughly in good taste." In other words, the good home should make provision for the comfort, convenience, privacy, rest, and health of its inmates.



A Cheerful Entrance That Speaks a Hearty Welcome.

Bedrooms should provide opportunity for sound, wholesome sleep, abundant fresh air, and privacy. Dining rooms should be bright and cheerful, living rooms should be the center of comfort and happiness, and all members of the family should feel thoroughly at home.

The poorest family must have protection from the elements and immunity from disease. Hence a roof, walls and floors, provision for personal cleanliness, sanitary conveniences, and personal privacy are minimum essentials. Additional comforts and conveniences, such as bet-

ter educational advantages and more beautiful surroundings, become possible when finances are not too limited.

Where Shall the Family Live? The choice of a house is usually limited by the financial condition of the family, as well as the occupations of the wage-earning members of the family. City, suburban, small town, and country homes present widely varying problems. There are advantages and disadvantages connected with the various types of homes with which you may be familiar. Compare the advantages and the disadvantages of an apartment.

Compare the advantages and disadvantages of owning or renting a house. The advisability of owning or renting a house must be decided by each individual family. As a general rule owners take much more interest in beautifying their homes and communities than those who do not own their homes. But when the cost of shelter is too great, there may not be enough money left for food, clothing, and educational needs.

As a rule, the cost of shelter, either by renting or owning the house, should not exceed one-fifth of the income. It usually takes about one-tenth of the cost of a house each year to pay for the insurance, taxes, repairs, and depreciation.

There are many, many questions to be decided by your parents in the selection of a house. Ask your father or mother to tell you why you are now living in your own home, or in a rented house or apartment. Perhaps your teacher can arrange to have a banker talk to your class about the relative cost of renting and owning a home in your community.

In almost every community there are laws which regulate the amount of room in which a family may live. These regulations are usually known and referred to as the

“Housing Code.” There are also laws and rules which have to do with health and sanitary problems. These regulations are usually called the “Sanitary Code.”

When the Family Moves. Imagine that your family is moving into a new neighborhood and that you are charged with the responsibility of deciding where to go. Will you buy or rent a house? In deciding upon the location, consider accessibility to the places of employment of the family, nearness to car or bus service, nearness to school and church, and the type of neighborhood that suits your family.

Your family would only consider as desirable a house that should be comfortable, convenient, healthful, and sanitary. They would also desire that the house should provide adequately for privacy and quietness. Taste and other individual questions you should decide by consulting and advising with the other members of the family.

To be healthful, a house must be both clean and sanitary. This calls for plenty of fresh air and sunshine, good drainage and sewerage, clean streets and gutters, safe water to drink, hot and cold running water, a sink in the kitchen, and a well-equipped bathroom.

A good heating system is indispensable. You have learned in your health work that temperature has much to do with keeping the family well. It is also an important factor in keeping the family comfortable. The kind of heating system to use may be determined to some extent by the community, but usually there is a choice of stove, furnace, hot water, or steam heat.

Comfort requires that the furniture should be arranged in groups so as to make for coolness in the summer and warmth in the winter. The most comfortable homes always contain cozy corners for use in the winter and cool places in the summer.

The privacy possible for each member of the family depends as a general rule upon the size of the income, the number in the family, and the available rooms in the house. When it is possible, each member of the family should have a private bedroom. When this is not practicable, it is not desirable that anyone should share a room with more than one other person. At least three bedrooms are needed for the family with both boys and girls in it. Privacy for bedrooms and sleeping porches should be assured by having doors, blinds, and screens sufficient for protection. Happiness and contentment are everywhere more apparent in those homes where each member of the family has at least a part of a room which he can rightfully call his own.

Things which make a house convenient have to do with the arrangement of the rooms in relation to each other, such as the nearness of bedrooms to the bathroom, and the nearness of the kitchen to the breakfast and dining rooms. The arrangement of furniture in each room, the right height of working equipment, built-in conveniences, roomy closets, and labor-saving devices are also important factors.

Beauty and comfort are both closely related to convenience, because a house must be comfortable and it must be beautiful to satisfy the mind. A house is beautiful when the principles involving taste in design and color harmony are applied in the selection and the arrangement of the furniture and furnishings. Every piece of furniture should have beauty of design and harmony of coloring. But, above all, furniture should be usable and comfortable. Comfortable furniture means furniture so well selected and so arranged in pleasing groups that it actually invites use.

The question of use always comes first. If the bedrooms are for rest and sleep, nothing in them should interfere

with the atmosphere inviting to contentment and deep, sound sleep. Since the dining room is primarily a place in which to eat, one should be allowed to eat in peace. In the living room things that are unrestful and inartistic interfere with the taste and refinement that should characterize its atmosphere.

Houses Made for People. We should ever remember that houses are made for people, and not people for houses. For this reason, comfort and convenience should never be sacrificed. Furniture should be usable and suitable. Rooms may be so beautifully furnished that they are not usable. Suitability should guide the selection of furnishings, for no matter how beautiful a rug, a picture, or a piece of pottery, if it is not in keeping with the surroundings, it is inappropriate. Rugs that are too fine to walk on, chairs which are too fine to sit in, and cushions that are too dainty to be used do not pass the acid test of suitability.

A home may be ever so beautiful, but if it fails to permit the exercise of taste and inclination, it will never be a real home to the family. The living room should be large enough for the whole family to gather in order to read and write and sew, to visit and play games. Adequate light, tables, and easy chairs should be provided for every member of the family.

The living room should be comfortable, cheerful, and convenient. It should be a place where the whole family is eager to gather to enjoy each other and to meet their friends. In the ideal home, the living room is the center of interest, providing an opportunity for the family to learn how to live together in peace and harmony. The living room belongs to all the family. It is their haven of rest, recreation, and comfort.

Things to Remember

It seems that we inherit a love for home, and this natural attachment is increased by long association with our parents, brothers, and sisters. That home love is associated with a feeling of protection and security is seen even in the behavior of the lower animals. Love of home being a natural and inherited feeling, it is only natural that boys and girls everywhere should take an interest in the study of the home and its management, and should willingly learn how to assume their own home obligations and personal responsibilities.

A well-ordered house is not necessarily a home, although order is essential to the success of any home. The making of a good home must be the work of all its responsible members working together. Unless everyone shares in the everyday duties, the happiness and pleasure of some member of the family may be marred or interrupted.

Home making has been called "housekeeping plus," because it implies both the art of keeping people happy and the science of keeping the house in order.

Houses should reflect the habits and personalities of their occupants by being fitted to their tastes and methods of living. Rooms should be planned and furnished according to the habits of the people who use them.

Things to Do

1. Reread this chapter, listing questions and problems suggested. Discuss these in class. Tell why people prefer to live in homes. Why should the study of the house be of interest both to boys and girls? How do rooms and houses reflect the personalities of the people who use them?

2. Tell how a well-ordered house contributes to home making. Why has home making been called "housekeeping plus"? List the household duties in your home. With how many do you help? Are you doing your part willingly and cheerfully? Does your work contribute to home making, or merely to housekeeping? Does the attitude you evince in doing your work make any difference?

3. What are the characteristics of a good home? Tell how we can know that a family has good home standards. Discuss some of the things a family should take into consideration when mov-

ing into a new neighborhood. In renting a house. These are questions to be decided by parents, but by discussing these problems at home and at school it will help you to understand better the housing conditions in your neighborhood. In general, the amount of privacy for individuals is determined by the size of the income, the number in the family, and the choice of houses in the community.

4. Describe your ideal of a home. Perhaps you would like to express your ideas on paper. Would you be interested in making a scrapbook with written descriptions and mounted pictures of each room in your ideal home? This should not be done in a few days or even weeks, but should be the work of several months or even a year, because you will want to take time to study rooms and homes where you visit, and to observe the furniture and furnishings in department and furniture stores, as well as to read and study books and pamphlets about the house, its care, and furnishings. Of course, you want your ideal home to be in good taste, for good taste should dominate the atmosphere of the place we call home.

5. Some additional reading:

Making the House Home and *It Takes a Heap o' Living in a House to Make It Home* by Edgar Guest.

Christmas Carol and *The Cricket on the Hearth* by Dickens.

Mother Cary's Chickens by Kate Douglas Wiggin.

CHAPTER II

BETTER HOME CARE

Your Housekeeping Habits. The habit of putting things in their proper places saves us time when we are in a hurry, keeps our homes and surroundings neat and attractive, and adds greatly to the convenience of others. Did you ever keep track of the number of minutes used in hunting for some article which was not found in its place? An extravagant waste of time is made by having to hunt and hunt for articles of clothing in dresser drawers and closets. Closets, shelves, and drawers should be so arranged and kept that your clothing and personal belongings will be ready for use without confusion and extra labor. Those who are considerate will not leave their things for other people to pick up. Putting things away and being on time at work, at school, at church, and in keeping appointments are unfailing indications that one lives in an orderly home where showing consideration for others is practiced.

Disorder mars the happiness of the members of the family. A room which is constantly in disorder and never fresh and clean depresses one's feelings immensely. To live under such conditions year after year, and day after day would be unbearable. A clean, orderly, and sanitary house, on the other hand, makes the family members more efficient in their various daily activities, and contributes to their health by imparting a sense of self-respect and by giving more time for play and other forms of recreation.

Let us agree that a clean, sanitary, orderly house contributes to the contentment and happiness of the family as well as to their health, convenience, and efficiency. And let us try to qualify ourselves for rating with those who

are neat, orderly, and self-respecting in their housekeeping habits at home, at school, and elsewhere.

Keeping House in Your Own Room. Gaining the ability to care for your own room quickly and well is no small achievement. But if you do not learn how, it will make you careless and disorderly in all your work and play, and impose work on you when you are too tired to do it. Leaving your room clean, orderly, and cheerful in the morning will start the day right and bring a satisfying feeling of contentment and serenity when the day is over.

Picture in your imagination a clean, orderly, cheerful, and convenient room. Then think for a moment of one which is cluttered, disorderly, and untidy in appearance. In which room would *you* feel more at home?

Good housekeeping in your own room implies neatness and orderliness *every* day. It means making the bed and keeping the room clean. This requires both daily and weekly care. It also requires a place to keep your things and it demands orderly habits. Time devoted to working out a better schedule for the daily and weekly care of one's room and a better plan for making use of closet and dresser-drawer space is time well employed.

A Place for Everything. "A place for everything, and everything in its place" is a good old adage, which has a double meaning. It means a convenient place to keep things, and it also means the possession of good housekeeping habits. Did you ever see a room or a home with plenty of conveniences, and yet did not exemplify your idea of order and cleanliness? What bedroom conveniences do you have in your own room? Of course, a closet of some kind seems a necessity. A closet that has rods extending from side to side for clothes hangers, racks or bags for shoes, door and wall pockets, and laundry bags is a very useful bedroom convenience. If you have a closet, choose a definite place for each one of your things.

If you do not have a dresser or dressing table, perhaps you can build or buy one. Inexpensive but attractive dressing tables can be made by draping dry goods boxes, fitting them with shelves, and placing a mirror above. Improvised closets may also be made with a shelf, some books, and a curtain.

"A place for everything" means keeping shoes, laundry, and other personal articles off the closet floor. It means having a special place for hose, ties, handkerchiefs, toilet articles, and all personal belongings, and it means, most of all, putting things away and keeping them in order. Perhaps a visit to new houses or apartment houses in your community may reveal built-in features which may be placed in your bedroom with little expense. You may also find new labor-saving devices and conveniences that will make your housekeeping easier and more interesting.

The Need for Sunshine and Fresh Air in Your Bedroom.
Open the windows of your bedroom every morning and



Air the Bedroom and the Bedclothes Daily.

evening to let the fresh air circulate freely. Also open the bed in the morning and expose the bedding to the fresh air and sunshine. Fresh air, sunshine, and daylight are good disinfectants, and therefore should be welcome guests everywhere.

The evaporation of moisture from the body gives off impurities and odors, which escape best when they are exposed to the air and sunshine. For this reason you should not make up your bed in the morning before thoroughly airing the bedclothes. Plan a morning schedule of your home duties that will permit you to give this daily airing to your bed. It is a good plan to give the bed fresh air and sunshine while you are at breakfast. If you have time before breakfast, plan doing other things in order to get your room ready for the day.

Plan your morning schedule according to the time at your disposal before breakfast and the time you have after breakfast. If you share your room with your sister, perhaps you may arrange to take turns in putting your room in order and in helping with the other housekeeping duties.

About Your Bed. Since the chief purpose of the bedroom is rest, the most important piece of furniture is the bed. A good bed, well made and properly furnished, makes one's room look neat, attractive, and orderly, but, most important of all, it contributes to one's comfort and health. On the other hand, a bed that is poorly made prevents one from having the right kind of rest. Because so much time is spent in bed, everyone should feel that money invested in a good quality of bedstead, springs, and mattress is money well invested.

A mattress protector which is laundered frequently will keep the mattress clean and make it wear longer. These protectors can be bought ready-made, but an old blanket or a clean quilt may be used instead. An old blanket or

a quilt, a piece of carpet, or even newspapers, should be placed on the springs to protect the mattress from wear and dust.

Blankets, comforts, and everything on the bed should be *thoroughly* aired at least once a week. Sheets and pillow cases which come in direct contact with the body should be laundered weekly. Sheets should be from eighteen to twenty-four inches longer than the mattress—long enough and wide enough so that the bottom sheet can be tucked in well on all sides of the mattress, and so that the top sheet can be tucked in firmly at the foot, leaving length enough at the head to turn back a foot or more over the blankets and comforts to keep them clean.

The purpose of the bedspread is to protect the bedding, make the bed neat in appearance, and help in decorating the room. When quilts, blankets, and comforts are kept covered with the sheets and the bedspread, it is not necessary to launder them so frequently. How often should the bedspread be laundered? The frequency of laundering the bedspread should depend upon the color and texture of the fabric, and the care you give it.

In Making Your Bed. Can you honestly answer “yes” to each of the following questions about your bed?

Do you remember to air your bedding each morning?

Do you remember to turn the pillows and mattress frequently?

Are the pillows well shaken up and fluffed?

Do you place them neatly at the head of the bed?

Do you give your pillows a sun bath occasionally?

Is the mattress straight and flat on the springs?

Does the pad lie smoothly?

Is the bottom sheet straight and smooth and tucked under the mattress on all sides?

Did you fold the corners neatly?

Is the top sheet tucked in well at the foot of the bed?

Is the top sheet long enough to be turned down a foot or more over the blanket, quilts, and comforts to keep the bedding clean?

Are the blankets and other bedding put straight and smooth?

Are they tucked in well at the foot of the bed?

Is the top sheet turned down over the bedding?

Do you use a bedspread?

Do you always remember to remove it at night?

Is it put on smoothly, and is it long enough to be tucked in at the foot of the bed?

Does it cover the bedding at the head of the bed?

Is it wide enough to hang down on all sides, covering all of the bedding?

Do you cheerfully and willingly make your bed?

Are you making your bed better and more quickly with practice?

Does your bed making meet with your mother's approval?

Can you add other questions which will be helpful to others in checking their methods of making beds?

The Weekly Cleaning of Your Room. Instead of wearing an old worn-out street or party dress while cleaning your room, you should wear an apron or a comfortable wash dress of some kind. Plan to do your housecleaning well, but as quickly and with as little effort as possible. Have all the tools which you need in cleaning ready for use, so that you will not have to waste time in finding them after you have begun work. A well-worked-out plan for doing your cleaning will save many steps and much unnecessary work. Careful practice enables one to do any work better, more quickly, and with less effort, while careless practice has just the opposite effect. Do your daily house-keeping habits hinder or help you in doing well the weekly cleaning?

A Plan for Cleaning Your Room. A systematic plan of work to use when you are cleaning your room will help here as elsewhere. The order of cleaning to use should be the one that will give the best and quickest results.

The following Saturday morning schedule was decided upon and used by an entire class of public school girls:

First: Get up at the usual time on Saturday morning. Dress appropriately for housework. Wear a smock or a simple wash dress.

Second: Open all windows. Remove all bedding and spread it on chairs in the sunshine when possible. Turn the mattress (from side to side one week, and from end to end the following week). Remove pillow cases, fluff pillows, and place them in the windows that let in the sunshine and fresh air.

Third: Prepare breakfast or help mother with the other work. After breakfast continue with the cleaning of your own room.

Fourth: Make the bed, putting on fresh sheets, pillow cases, and a clean bedspread. Make bed before dusting and sweeping, since bedding leaves dust and lint on the floor. Before sweeping, turn up bedding if it hangs near the floor.

Fifth: Straighten dresser or bureau drawers, clean toilet articles and place in drawers or cover with a cloth to keep them clean while sweeping and dusting. Clean water pitcher and other utensils thoroughly. Hang up clothes, put away hats, shoes, and other personal belongings. Dust all furniture, including the dresser, tables, chairs, bedsteads, and windows after using the sweeper. Empty the waste paper basket and remove all other litter from the room. Remove cobwebs and the dust from walls and ceilings with a long-handled wall brush or an ordinary broom covered with a clean, soft cloth.

Sixth: Clean rug and floor thoroughly, using a vacuum cleaner, carpet sweeper, or broom. When it is necessary to clean the rug with a broom, make every effort to keep the dust from rising while sweeping. Sweep *with* the draft in the room, taking short, firm strokes, keeping the broom near the floor so as to keep from throwing the dust into the air. In cleaning a bare floor, the broom should be covered with a bag or an old pillow case, or with a soft oiled cloth of outing flannel to prevent the dust from rising.

The carpet sweeper will do better work if it is kept free from hair, lint, and other things that collect in the brushes. A vacuum cleaner is a real labor-saving device, and whenever possible one should be found in every home. A vacuum cleaner will last for years with proper care, but remember that it cannot do good work if the bag is full of dirt and lint, and remember, too, to oil the motor each week.

Seventh: After the floor has been cleaned and dusted, give the dust time to settle before dusting the furniture, woodwork, doors, windows, pictures, and light fixtures. After the furniture is dusted, use the dustless mop to remove the dust around the rug on the bare floor. When you dust, use a firm wiping motion in order to gather up the dust without scattering it. Why are feather dusters not considered sanitary? Dustless dusters may be obtained at almost any department store. Cheesecloth makes a good dustless duster if wrung out of kerosene water (one tablespoonful of kerosene to one quart of hot water). The kerosene causes the dust to stick to the cloth.

Something to Think About. How long does it take to clean your room? Are you improving in your methods? Inspect your room to see if you have overlooked anything. Imagine an unexpected caller. Would you want to apologize for anything?

Take time now to check over the dresser drawer and closet space. See if everything is in order, and in the most convenient places. Perhaps you can arrange your clothing and other belongings so as to look more orderly. Where do you hang your outdoor wraps and clothing that you use less often? What conveniences do you need in your room that you do not now have? A few fresh flowers or some fruit will add a note of color to your room and make it seem more homelike.

Helping with Other Rooms. Remember that you have other housekeeping duties besides caring for your own room. Housekeeping is a real business, in which every member of the family has some duties and responsibilities. Someone furnishes the money for keeping up the home. And someone plans and manages the various household activities. Sharing the housekeeping and the various household tasks are the only contributions possible for boys and girls to make until they have learned to earn money.

To keep a home clean and orderly, the work must be kept up every day. Think of what you can do to help in the kitchen, dining room, and living room. Cleaning these rooms calls for using the same principles that apply to the cleaning of your own room. Do not forget that the success and the happiness of the home depends upon the extent to which each member contributes.

Doing things willingly and gladly and being able to see things to do without being told are ways of helping to keep the atmosphere calm and serene. Remember that your mother's time is very valuable. Relieving her of routine gives more time for her recreation, and gives more time for planning the recreation of her family. Describe the effect of careless work or of unpleasant words on the atmosphere of the home. The habit of going about your work cheerfully is one worth discussing at your next recitation period.

The Bathroom. The bathroom must not only look clean—it must *be* clean in order to protect the health of the family. To leave the bathroom as clean as you found it is an obligation upon you and every other person who uses it.

The bathroom is difficult to keep clean because every member of the family uses it. Do you remember to clean the lavatory and the bathtub after using them? Of course you do, and you flush the toilet after using it. It will add to your convenience if cleaning powders, brushes, and cleaning cloths are kept close at hand.

A long-handled brush is necessary for cleaning the toilet, and of course this brush should never be used for anything else. Saniflush and other commercial preparations are good disinfectants and deodorants, and may be used in the toilet once or twice a week to remove stain and discoloration. Lysol and other disinfectants and deodorants may be used occasionally, but plenty of soap, hot

water, and fresh air and sunshine are usually all that is necessary. Coarse, stiff paper, hair, matches, and other refuse should never be thrown into the toilet. Occasionally such things do get in the toilet and stop it up. When they do, a plunger which can be bought at any hardware store may save the expense of a plumber's call.

The bathroom walls should be kept in a sanitary condition. If they are waterproof, they can be washed with soap and water frequently. Waterproof varnish, enamel, and paint are the usual finishes for a bathroom. The floor should be covered with linoleum or tile, and should be wiped up every day. Remember that the bathroom should be kept absolutely clean, because the bathtub, the lavatory, and the toilet are used for the purpose of carrying away dirt and waste from the body. When the surfaces of these pieces of equipment are not cleaned thoroughly bacteria have a chance to grow.

Cleaning Agents for the Bathroom. There are many cleaning powders and solutions on the market for use in the bathroom. Coarse cleaning powders scratch the enamel of the bathtub, toilet, and lavatory, making rough places which are hard to keep clean. These rough places provide opportunity for bacteria to lodge and grow.

Fine powders do not scratch the enamel, but when used they will clog up the drainpipe unless plenty of water is used afterwards. Powders that dissolve easily in water are better for cleaning the bathroom, but whatever powder is used should be followed with plenty of water to keep the drainpipe from clogging.

Kerosene is an inexpensive and good cleanser for the bathtub and lavatory. It does not injure the enamel, and most of the odor is carried away with a thorough rinsing of hot water and soap. Plenty of soap and hot water are usually all that are necessary in keeping the bathroom fix-

tures clean, provided all members of the family share in keeping the bathtub and lavatory clean by thoroughly rinsing them every time they are used.

Windows and Mirrors. How do you wash windows and mirrors? Using soap on windows makes it difficult to have them look clear and bright. It is better to use clear water with a little washing soda or ammonia. The windows can be rubbed with soft cloth or paper. Chamois skin is used by many people and does not leave lint. Clean the mirrors in the same way as the windows, being careful not to allow the water to get in behind the mirrors.

Cleaning the Kitchen. Most of the work in the kitchen has to do with food preparation and serving. Some people call the kitchen work drudgery. Perhaps it is because they have not learned to take care of routine work in the easiest and quickest way. Sometimes kitchens are too large, sometimes too small, and very often poorly arranged and unattractive, but when a kitchen is not clean every member of the family should feel worse than disgraced.

Certainly the kitchen should be one of the cleanest rooms in the house. Keeping the kitchen clean every day makes the weekly cleaning much less difficult. Some of the things that should be done every week, in addition to the daily cleaning, are thoroughly cleaning the ice box and stove, and putting the cupboards in order. The drainpipe and ice chamber should be kept in a sanitary condition. Clean them thoroughly each week, then pour hot soda water through the drainpipes. Foods which are spilled in the refrigerator and allowed to spoil make disagreeable odors, spoil other foods, and become a menace to the health of the family and the community. Why?

Proper care of garbage is a daily task which should never be forgotten. Garbage cans should be clean and free from odor. In the country garbage may be buried or

burned in a garbage burner. In the city garbage may be collected by the health department or burned in the trash burner; but the health department does not carry garbage from the kitchen, neither does it wash the garbage can. This must be done by some member of the family unless there are servants in the home.

Remember that proper dishwashing is one of the most important health habits in the home. Dirty, soapless dish-water should never be tolerated. Dishes should be scraped carefully, plenty of hot water and soap should be used in washing them, and boiling water should be used for rinsing them. When colds and other contagious diseases are in the family, the dishes used by those who are sick should be kept separate and thoroughly sterilized by boiling. Dish towels should be kept clean and sweet smelling by being washed often. Do you wash and rinse the dishcloth every time you use it? Do you hang dish towels and cloths in the sun to dry when possible? Bad habits which are sometimes practiced in the kitchen are: dipping the tasting spoon back into the food, handling the handkerchief and then handling the food without washing the hands, putting food back on the serving plate after tasting it, using the dish towel as a hand towel, licking the fingers, and picking the nose or touching the hair while working with food.

Labor-Saving Devices and Home Improvements.

Labor-saving devices and household conveniences make housework easier and more pleasant by saving time, labor, and energy. What labor-saving devices do you have in your home? Why are vacuum cleaners and washing machines listed as labor-saving devices?

Money invested in labor-saving devices is well used, even though it means sacrifices on the part of all members of the family. Time used in rearranging furniture so as to save steps, studying labor-saving devices and better

methods of work, and making more definite plans for housework is surely time well employed. What are the needed improvements in your home? What can you do to help? Perhaps you can help to rearrange the kitchen or help pay for the washing machine or the vacuum cleaner. One can always help in saving money by being thrifty and economical in the use of household supplies and equipment.

Cleaning tools, as well as other household equipment which is used most often, should be kept in the most convenient places and as conveniently arranged as possible so that all who use them will have no difficulty in locating them. In general, articles which are used together should be grouped together. In a two-story house it helps to have cleaning tools on each floor. Long-handled tools save energy and make housework easier. Long-handled dustpans, mops, and wall brushes are rightly listed under labor-saving devices.

The correct height for stationary equipment, such as sinks, laundry tubs, ironing boards, and work tables, is much to be desired. When the height of such equipment is much too low or too high one tires easily. When two or more persons must use the same equipment, the height should be best suited to the person who uses it the most.

A built-in ironing board will save labor and can be kept ever ready for use. We should remember that an iron and an ironing board are among the necessities in keeping neat and well groomed.

Another built-in feature that saves time and energy is the closet for wraps and coats, making it easy and convenient for every one to put his own wraps away. Cupboards for cleaning tools, linen closets, book shelves, medicine cabinets, and the like are conveniences that help in keeping the house in order.

Modern methods of cleaning are more hygienic and require less energy than the old methods. Vacuum cleaners and dustless dusters absorb dust without scattering it over other things. Carpet sweepers are better than brooms. Washing machines are a great help to the large family and to every group of people where laundry must be done at home. The sewing machine is a labor-saving device, especially in communities where

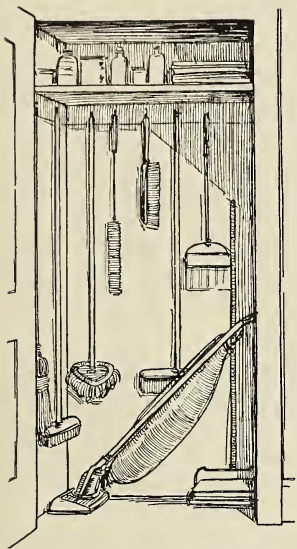
much home sewing is done. Wringers, mangles, dish-washing machines, and self-wringing mops are other household helps. Kitchen cabinets, tea carts, and dumbwaiters save steps, as do dinettes and breakfast nooks.

It would be profitable for you to make a special study of modern conveniences and all labor-saving and step-saving devices that improve life in the home.

Assistant Housekeepers.

Housekeeping is a real job which cannot be learned in a day. Girls who learn to be good assistant housekeepers will find much satisfaction in their accomplish-

ments. Order, said to be the first law of heaven, is certainly the first principle of happy and efficient home making. Whatever there is of science or art that is applicable to the home should be used there to reduce routine work to a minimum and make more convenience. What do we mean by routine household tasks? We mean the tasks that must be done by someone in every household. Routine work consists of preparing meals, serving meals, marketing,



A Closet for the Storage of Cleaning Devices.

washing dishes, cleaning the various rooms and porches of the house, doing the laundry work, and mending.

Each room must be given daily and weekly cleanings. Then, too, there are occasional things which must be done in every home, such as polishing silver, cleaning windows, and waxing floors.

Conveniences for soiled clothing, cleaning equipment, books, magazines, and personal belongings make housekeeping easier. Labor-saving devices save time, use less energy, and avert physical strain.

Learning to work methodically so as not to waste steps and do needless work makes all work easier and more interesting. Arranging things in an orderly way so that those most frequently used are near at hand saves steps. Learning how to manage so as to save time and steps and thereby to get the most done with the least effort is what we call "good management." Are you a good manager?

Things to Remember

Every member of the family should help with the everyday housekeeping. The habit of putting things in their places saves time when we are in a hurry, keeps our homes neat and attractive, and adds greatly to the convenience of others. Being on time at work, at school, at church, and elsewhere is one indication that our family lives in an orderly house.

A clean, sanitary house contributes to the happiness and contentment of the family as well as to their health, convenience, and efficiency. The ability to care for one's own room quickly and well is a worth-while achievement. "A place for everything and everything in its place" is a good old adage which has a double meaning. It means a convenient place to keep things, and it also means good housekeeping habits.

Doing things willingly and gladly, being able to see things without being told, are ways of helping to keep the atmosphere of the home calm and serene. The habit of doing housework cheerfully is one worth considering. Learning to work methodically, so as to save steps, makes all housework easier and more interesting.

Things to Do

1. Make a list of all the housekeeping responsibilities or duties which someone must do in your home. Then, on separate sheets of paper, place the name of each member of the family and list the things which each of them does daily, weekly, and occasionally. Are all members of the family doing their part?

2. List the things necessary to remember in making your bed. Why do some people make beds more quickly than others? Make a list of the bed linen and bedding that are necessary for each bed in your home. What other household linens do you use? Try to find out from your mother and others the number of sheets, pillow cases, and towels needed for a family the size of yours.

3. Make a plan of your closet and the drawer space of your bureau, showing where you keep your clothing and personal belongings. If you share your room with another, show how you divide the space. Do you believe that you could improve on this plan? Are your things most conveniently arranged? Make a plan which shows good arrangement for the top of your dresser. Make a list of the things that are in your room which you think unnecessary.

4. Make a time record showing how you spend your time before you go to school in the morning, and how you spend your time on Saturday morning. Make a plan for daily and weekly care of your room.

5. Make a score card on which you can check your daily and weekly housekeeping duties. List things you do daily, such as making your bed, keeping your clothes in their places, and the orderly arrangement of your dresser. Your weekly duties will include: thoroughly arranging and cleaning your room, cleaning your mirror, rearranging your closet and dresser drawers. After cleaning your room ask yourself such questions as the following: Have I forgotten something? Are all my toilet articles in their places? Did I remember to dust the closet floor? Under the bed? Did I remember to dust the window sills? The mirror, and the lower part of the bedstead? Am I improving in my daily and weekly cleaning? Have I done anything to increase my speed? To rearrange my things more conveniently? Are there unnecessary things in my room which make it cluttered and untidy?

6. Read in your health books directions for getting rid of mosquitoes, flies, and other household pests. Imagine you are unfortunate enough to find bedbugs in your bed. What would you do?

7. Write to the United States Department of Agriculture, Washington, D. C., and ask for bulletins on the extermination of flies, bedbugs, mosquitoes, rats, and mice, and other pests that endanger the health of the family and the community. Bulletins on the use of electricity in the home may be secured for a few cents from the National Electric Light Association, 29 West 39th St., New York City. Write for lists and prices. These bulletins explain the use and care of all kinds of electrical equipment and are very helpful.

8. Write a paper on "The relation of health to good housekeeping." See that you include at least six ways in which good housekeeping protects the health of the family, making the house and the community a healthful place in which to live. Let someone else write a paper on the relation of good housekeeping to the saving of time and energy.

9. Discuss the value of good housekeeping habits at school and elsewhere. What kind of community would your community be if all the yards in it were as well kept as yours? What is your part in helping to keep your yard neat and clean? How can members of your class contribute to good community housekeeping? Discuss the value of a "Clean-Up-Week" campaign. Tell why back yards and alleys should be kept clean. Does an untidy back yard seem to belong to an orderly and well-kept house?

10. Read again the chapter on Better Home Care and write ten questions or problems for class discussion.

11. The following Farmers Bulletins (United States Department of Agriculture, Washington, D. C.) will be found helpful: No. 189, *The Well-Planned Kitchen* (5c).

1180-F, *Housekeeping Made Easier*.

1513-F, *Convenient Kitchens* (free).

12. Some additional reading:

Mechanical Devices in the Home; Allen. Manual Arts Press, Peoria, Ill.

Bacteriology of the Home; Eva L. Johnson. Manual Arts Press, Peoria, Ill.

Home Conveniences; Ives. Harper & Brothers.

CHAPTER III

MAKING HOME BEAUTIFUL AND CONVENIENT

"Have nothing in your home which you do not know to be useful or believe to be beautiful."

—WILLIAM MORRIS.

Beauty, Comfort, and Convenience. Beautiful, comfortable, and convenient are words that seem made for the purpose of describing the appointments of a happy, well-ordered home. These words should apply fittingly to the objects in one's own room.

You have a room of your own or you may have the good fortune to share your room with a sister. If you do have this privilege, it is a blessing, because sharing one's room with another gives a fine opportunity to form habits of co-operation, thoughtfulness, and consideration. A college president discovered that girls and boys who never had the privilege of sharing their rooms at home invariably found college life very difficult, because they lacked the ability to become "congenial roommates."

Of course, each of us desires a room, or a part of a room, which she can call her very own. Everyone finds a certain joy in having a place to keep personal belongings and a quiet place to read and study in and be alone in at times. This desire for privacy is one of the chief reasons for having a personal bedroom.

Perfect relaxation and rest come to us more quickly when we are alone than in the presence of others. For this reason, everyone who has a fellow roomer should be considerate enough to allow his roommate some time during the day to enjoy the privilege of being alone.

You and Your Room. Are you happy in your room? Does your room express *you* and your personality? Of

course it does, for whether we wish it or not, our homes and our rooms tell others how we spend our time and what to us is beautiful. Is your room comfortable and cheerful? Bits of color and beautiful flowers bring cheer. Chairs that are comfortable to sit on and attractive window seats with usable pillows will make your room inviting. You should have in your room only the things that are usable and beautiful. One should ever remember that things are in good taste only when they serve the purpose for which they were intended.

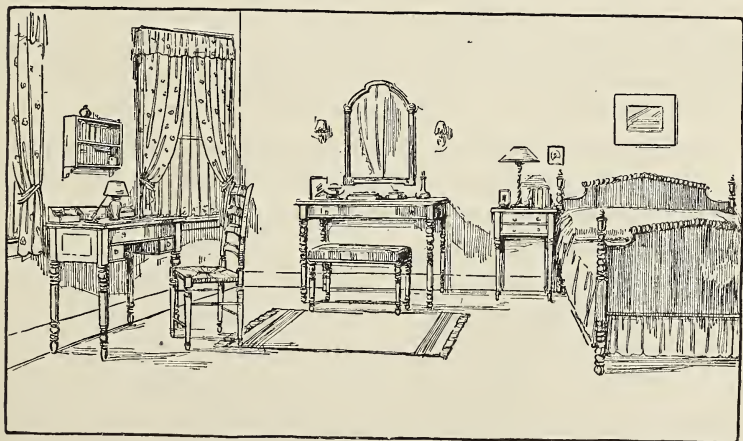
What Is Good Taste? Good taste is the ability to appreciate what is beautiful, harmonious, and appropriate, and to express it artistically in the surroundings of everyday life. Someone has said that the test of good taste is in doing, unconsciously, the right thing at the right time, and in the right way. Another has defined good taste as an educated love of beauty. The author prefers to think that good taste in the selection of all home furnishings, as well as in personal dress, is a matter of education. We learn to appreciate good music, good literature, good manners, and good food; and in the same way we can train our eyes to see color harmony, beautiful lines, correct proportions, and agreeable textures in our clothes, wall decorations, and room furnishings. Likewise discord in lines or colors can be detected by the trained eye as quickly as discord in music is heard by the trained ear of the musician.

To be in good taste a room must be comfortable, beautiful to look upon, clean and sanitary, and in keeping with one's finances. So, for the sake of economy, everyone should understand and apply the fundamental art principles in everyday life, for beauty is not so much determined by the cost of a thing as by its quality. All good things are not costly and all cheap things are not inferior. The more we learn about art and its applica-

tion to our everyday living, the more capable we will become both in selecting the best for our money and in making our homes thoroughly attractive and enjoyable.

Is Your Room in Good Taste? Does everything in your room seem to harmonize with your personality? Harmony is the adaptation or blending of all things in the room to make a pleasing and friendly atmosphere. A room in perfect harmony seems complete. Its furnishings are in keeping with the style of the room and in proportion to its size. Its colors are well selected, with just enough color to make the room cheerful and gay, but not noisy or gaudy. It is not overcrowded with furnishings and decorations, and its furniture and furnishings are placed in relation to the lines of the room. And last, but not least, it reflects the individuality or personality of its owner.

Desirable Characteristics of a Bedroom. Above all things, a bedroom should be cheerful, light, and airy. Also it should be large enough to hold the necessary furniture. There should be wall space for placing the furni-



A Well-Arranged and Attractive Bedroom.

ture without crowding the door and windows, and plenty of window space for air and sunshine. In relation to the rest of the house, it should be so situated as to allow privacy and exclude noise. To secure beauty in the bedroom appointments it is necessary to have furniture and furnishings that are appropriate in size, balance, color, and design. Beauty in bedroom furnishings means that everything must help toward creating an atmosphere of contentment that is conducive to sound sleep. After all has been said, the chief purpose of the bedroom is to promote rest, sleep, and relaxation.

What Furniture Do You Need? How much furniture do you have in your room? How much do you actually need? A bed, a dresser, a chair, and a closet are the necessities. If they can be afforded, comfortable chairs, lamps, rugs, draperies, and a few well-selected pictures will make the room more livable and homelike. The bed, a mirror with a chest of drawers, a dressing table or vanity, ample closet space, chiffoniers, and cedar chests are the pieces of furniture that are commonly associated with the bedroom. Of course, a dresser and a roomy closet containing rods and shelves and shoe racks are all that one actually needs for storage. However, when the closet is small and two girls must share the room, an additional chest of drawers or a cedar chest may be necessary.

Unnecessary furniture, cheap bric-a-brac, wall coverings of calendars, pennants, and pictures—no matter how good—make the room seem cluttered and unattractive.

We have learned that clean and well-ventilated, orderly rooms promote health, save time, and bring happiness. Do the number of pieces and the types of furniture and accessories make a difference in the daily and weekly care of one's bedroom? They certainly do. Too much furniture and unnecessary furnishings not only make the room look crowded, but they make it difficult to keep the room clean

and orderly. What furniture and furnishings in your own room can be eliminated? A simply furnished bedroom is restful and beautiful. If there is anything in your room that detracts in any way from its restfulness and beauty, you should remove it.

A Bedroom Study. If you read and study in your bedroom, you need a desk and chair or a table and chair. You should have a comfortable chair and a good light for reading. This means that the chair must be of the size that is comfortable for *you* and that the lamp must be arranged and adjusted so the light will not shine directly in your face or cast a shadow on your work. Of course, the light should come over the left shoulder here as elsewhere. Saving the eyes from strain is a good habit to form. Do you wonder why?

For your greater comfort and convenience you need a magazine rack or book shelves, a clock or timepiece of some kind, a footstool, and a waste paper basket. It is well, though, not to forget that simplicity is the key to restfulness and beauty in house furnishings. To make room for study conveniences you may find it necessary to keep part of your furnishings in storage. If you do, it will give you an opportunity to make a change in the arrangement of your furnishings, which is often quite restful and pleasant.

If your room is large enough, you may want to arrange for a cozy corner for mending and sewing and visiting with your friends. Imagine that it is your privilege to arrange for such a cozy corner. What furniture will you choose?

The Arrangement of Your Furniture. Is your furniture arranged so as to give the greatest amount of comfort and pleasure? The arrangement of the furniture often makes or mars the beauty of one's room.

Convenience is the first thing to consider in arranging the furniture in one's own room, but convenience rarely, if

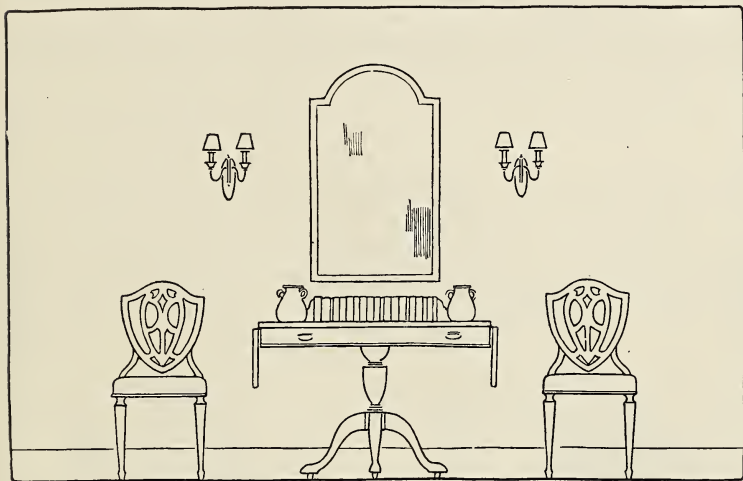
ever, interferes with artistic and orderly arrangement. Furniture that is poorly arranged is apt to give the room a crowded and cluttered appearance. When the edges of the furniture and rugs conform to the lines of the room, we say they give a feeling of unity or harmony. Most pieces of furniture should be parallel to the sides of the room, even though they are not placed against the wall. Chairs having curved lines, or other small objects, such as footstools and small tables, sometimes look well placed diagonally, but the large and more important pieces of furniture should always be so arranged as to give the appearance of harmony in the room. This applies to the piano that is placed cater-cornered in the living room and to the bed or dresser in the bedroom.

The two pieces of furniture in the bedroom that should be given first attention are the bed and the mirror. Place the bed where it will get the maximum of sunshine and air. The light, however, should not shine in the sleeper's face. Place the mirror so that the best light will fall on the reflected image and not on the mirror. The dresser should be placed as near the closet as possible so as to save steps. The correct placement of furniture, as a usual thing, is where it will *best serve its purpose, conform to the lines in the room, and save time and steps.*

Balance and Furniture Arrangement. Balance is something else to keep in mind in arranging furniture and furnishings in a room. Balance gives a restful feeling—a feeling of equilibrium or repose. Balance works on the same principle as a seesaw, which means that equal weights will balance when they are the same distance from the center. Balance, in relation to furniture and household furnishings, is not concerned with the weight of objects, but with the amount of attention which each object receives. When furniture is not well balanced one has a feeling of unrest and dissatisfaction. Balance in arrang-

ing furniture has to do with placing the furniture in such a way that each part of the room will receive the right amount of attention.

Balance of Two Kinds. Balance may be introduced in two kinds of arrangement: First, when objects are exactly alike and have the same power of attracting attention, such as two chairs on either side of the table in the hall, two vases exactly alike on your dresser, or two candles on the mantel; second, when things differ in size, shape, or color,



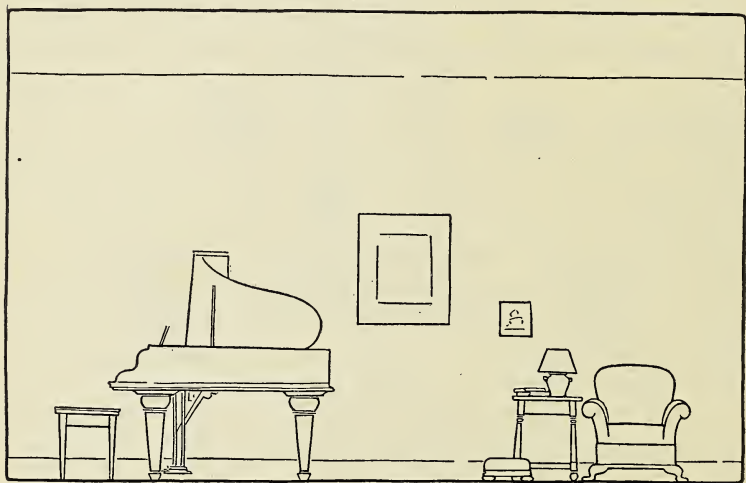
"Formal Balance" in the Placing of Furniture.

but attract equal attention, as, for example, a waste basket on one side of your desk and a magazine rack on the other, or a low vase of flowers on one side of your dresser and a jewel box on the other, each with equal beauty and each attracting one's attention for an equal length of time.

There is more intimacy in informal arrangements than in the formal. The informal method of arrangement is better suited to the placement of small pieces of furniture and decorative objects because it seems to create a friendly

and homelike atmosphere. Too much formal balance in a home is apt to make it appear very stiff and conventional.

Is Your Room Balanced? In arranging the furnishings of a room, the doors, windows, and walls must be taken into consideration. Sometimes balance is secured by placing a large piece of furniture against one wall as a balance to an opening on an opposite wall. The large pieces of furniture should be placed first and, as a usual thing, balanced symmetrically. Then the smaller, movable pieces of furniture should be arranged so that they will



"Informal" or "Occult Balance."

make convenient groups and be balanced within themselves. For example, a group of small related pieces may be made to balance one large piece. Again, a dressing table and a chair on one side of the room may be balanced on the other side by a window seat with pillows.

Too much furniture in one end of the room makes one want to rearrange the furniture so that it will give a feeling of rest or equilibrium. A large piano in one end of the

room with a light-weight chair at the other end makes one want to carry additional furniture to the chair or to change the arrangement of the furniture in the room.

Everything seen against the four walls of a room should balance. When one side seems too heavy, a more striking shape or a bit of color, or even some additional furniture, should be added to the other side of the room until the attractions in the whole room seem restful and peaceful and at home.

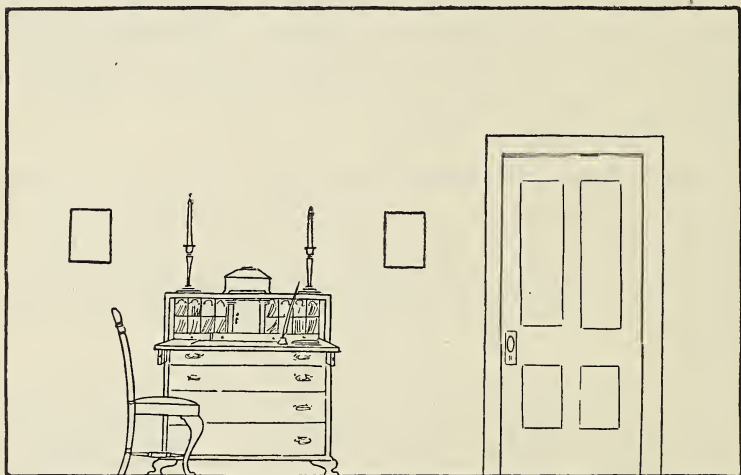
There is much to learn about balance, and much of this must be learned by constant practice. This calls for continued study, more reading, and more practice in balancing objects of equal interest, especially when they differ in size, color, shape, or texture.

Use Figures or Patterns Sparingly. The use of figures or patterns makes or mars the beauty of the room. A room without figures or patterns may be so plain that it lacks individuality and interest, while too much pattern gives one a feeling of unrest, dissatisfaction, and confusion.

It is well to avoid designs in rugs, cretonnes, and tapestries which seem to have depth, as well as those which are spotted. Small, indistinct all-over patterns, closely related to the background, are dignified and restful. Walls with distinct designs do not make good backgrounds for the furniture in the room. When walls are figured, other things should be plain and in colors that harmonize with the colors in the wall. When necessary to use a figured rug with distinct and colorful design, arrange, if possible, to have other furnishings plain and in colors to match the colors in the rug. A little design will balance a great deal of plainness. Spotted designs and figures are annoying because they demand too much attention. Balance should ever be kept in mind: balance in color, in design, and in

the arrangement of furniture with relation to the structural lines of the room.

Colors Are Important, Too. Great care should be taken in choosing and arranging every bit of color as well as every piece of furniture. Nothing should be left to chance. Color and its arrangement play a large part in making rooms usable and beautiful. Color seems to set the character and atmosphere of the room. Rooms with too many colors make one restless and dissatisfied. Rooms



Use a Group of Furniture to Balance a Door or Window.

with too many dull colors are dreary and stupid looking. The happy medium, that is, the right proportion of bright and of dull colors, makes beautiful and attractive rooms. In pleasant, desirable rooms there is always one color that is used more than any other. This color is known as the dominant color note. Sometimes this dominant color appears in the walls, rugs, and upholstery. Sometimes in the draperies and ornaments. Every room should tell one color story, giving one single strong color impression.

Colors should be so well selected that everything in the room seems to take its rightful place. For example, rugs should not be so bright that they jump up to meet us before we can greet our friends. Neither do we want walls to call to us so loudly that they call us away from our friends.

In decorating a room, the general scheme found in nature is usually followed. That is, the floor is the darkest, the walls are lighter, and the ceiling is the lightest of all.

In general, the background should be kept in quiet, neutral tones. When the background is conspicuous, because of color or design, the furniture and furnishings cannot appear to the best advantage. Intense colors should be used only in very small proportions—just enough to add interest to the room. Light colors give more space than dark colors. Then the light colors should be used in a small room to make it seem larger and more roomy, and darker colors in a large room to reduce its size and to make it seem cozy and homelike. The amount of sunlight and daylight should influence the choice of colors in a room.

Colors from yellow through orange to red and violet are warm and cheerful, while those from yellow through green and blue to violet are cool and dignified. Colors with red or yellow predominating make one's room seem smaller, while the colors with blue as the dominating element make one's room seem larger. In general, the colors for one's room should be suited to the individual. We may think of a girl's bedroom in light, dainty colors, such as gray and green with either lavender or rose, or ivory with blue and a touch of orange. If a girl is very athletic she will likely choose colors that express strength and activity.

What About a Boy's Room? A boy's room may be just as interesting and just as beautiful as a girl's room, though, of course, of a different type. Darker colors and

more durable fabrics in pillows and other furnishings are more suitable for boys, but let us not forget that the personal tastes of the individual should be taken into consideration in furnishing a boy's room as much as in furnishing his sister's. Discarded and ugly things only invite carelessness, but appropriate furnishings of good colors and design encourage boys as well as girls to take pride in their rooms.

The Center of Interest. Rooms are less monotonous and commonplace if there is something in the room which rightly calls for special attention or emphasis. Where there is something in the room which is particularly attractive, we call it a pleasing center of interest. The center of interest in a living room may be around the fireplace, the divan, or an easy chair. In the library the center may be around a bookcase or a desk. In the bedroom the bed seems to hold first interest, while in the dining room it is a well-set table. Even a picture may be the pleasing center of interest if it is rightly chosen. Sometimes, however, things that are ugly and inharmonious demand the center of attention, but this is what we are trying to avoid by learning how to select and arrange a pleasing center of interest.

Related Shapes and Sizes. Related shapes and sizes are to be thought about in the arrangement of the furnishings of a room. This problem is apparent when one attempts to hang a round picture, or place a round clock where everything else is either square or rectangular in form. It is difficult to place an oval picture or one chair with wholly curved lines in a house where everything else has straight lines. A good rule to remember is that oval and curved objects must be repeated by others similar in form in other positions in the room if they are to become in any sense a part of the design. Consistent sizes, too, should be considered in placing furniture and furnishings in the room. A small picture on a large wall space or a

large picture on a small wall space, a small room with a large, massive fireplace or large overstuffed furniture in a tiny, overcrowded living room are examples of inconsistency. Consistent size and correct proportions must be emphasized in order to make you feel that every piece of furniture belongs in your room.

The Arrangement of the Walls. The arrangement of the wall space determines to some extent whether the furniture may be placed against the walls, and likewise the way the pictures, tapestries, plaster plaques, and other decorations may hang, for walls, like some rooms, may have a cluttered and disorderly appearance. Blank wall space is not to be despised, and may be especially restful in comparison with walls hung with too many pictures. In fact, some people with extremely good taste prefer to hang only one good picture at a time in each room. Nowhere is unity and balance and all other principles of decoration more in demand than in hanging pictures, mirrors, and tapestries on our walls.

Wall hangings are usually most pleasing when they are made a part of a group of furniture; for example, a picture over the fireplace, a mirror or a picture over the buffet, the mirror above your dresser, or a picture above your desk.

The shape of the wall space is also important. Pictures should be related in shape and proportion to the wall space on which they are hung, and they should be hung flat against the wall so that the top is not tilted out from the wall.

Almost all rules for hanging pictures admonish one to hang pictures with the center of attraction on a level with the eye. Whose eye? The eyes of adults only?

Since the living room is the gathering place for all members of the family and their friends, it would seem that at

least one picture of special interest to little children should be hung low for their enjoyment. Of course, all pictures in the nursery and playroom should be hung at the right height for the children who use these rooms.

In Choosing Pictures. Pictures, when well chosen, may be the source of much inspiration. Pictures, like friends, help to influence our lives. All pictures are not good. Pictures in our homes should have a definite message for us, and should not only belong to the wall space where they are hung, but should add to the spirit of the room. It is not the purpose here to discuss the details of picture study, but only to mention its value and arouse the reader's interest. The following picture rules from *Home Furnishing Primer for the Girl's Room*, by Elsie Richardson, Extension Service, Iowa State College, will be found especially helpful.

A dozen picture rules:

1. Use pictures that mean something to you.
2. Do not have the walls covered with pictures.
3. Frame pictures neatly.
4. Hang pictures low enough so that you can look directly into them.
5. Hang pictures in good light.
6. Frame photographs that you wish to use in your home.
7. Group pictures with pieces of furniture.
8. If pictures are used on dressers or tables, have them in neat frames.
9. Hang small pictures in groups so that they do not look spotty.
10. Have small pictures hung so that wires do not show.
11. If wires or cords do show, they should usually be straight, not V-shape.
12. Let your pictures be your friends.

Walls and Backgrounds. Walls are for the purpose of holding up the roof and shutting off the other rooms. A

wall is a solid, flat surface, and its decoration should help to keep a feeling of flatness and solidity. An artistic wall finish should make the wall seem just as flat and solid as it really is. Wall paper that gives any other effect is not considered in good taste. Good wall paper may have what is called a rough texture or a small, indistinct, all-over pattern. The right kind of wall paper makes the wall a good background for the room and prevents the wall from being conspicuous and from seeming to "jump forward out of its place." A wall that is painted with a shining paint reflects the light unpleasantly and is not in good taste. Plastered walls with a rough finish and slightly tinted are very practicable. Calcimined walls cannot be washed easily because they spot with water. A dull-finish paint made with oil which can be cleaned is quite satisfactory.

In general, the best colors for walls are soft neutral colors, such as ivory, cream, warm grays, and tans. Blue, green, and yellow can be used when the tones are dull or almost gray. Bright rose and various shades of red do not make good backgrounds unless they are used in small amounts, as with gray. Designs in paper may be indistinct, as walls that are free from distinct designs are more restful and make better backgrounds for pictures, furniture, and people. When ceilings are low, a suggestion of a strip will make the walls seem higher. Hence strips should be avoided when ceilings are already high.

Woodwork and Furniture. Unless woodwork is beautiful in itself it should be made inconspicuous. In general, the woodwork should be as near the color of the walls as possible. Woodwork of dull finish is better than the finish that is glaring. Ivory or cream woodwork goes well with almost any light-colored wall, and is usually much better than the white, as white is too glaring. Painted woodwork may be used to make the room light, cheerful,

and dainty. White woodwork has always been very popular for bathrooms, possibly because the bathroom equipment is usually white. However, colors have found their way not only to the kitchen, but the bathroom as well.

Furniture, of course, should be appropriate to the type of the room and to the proportion of the room. Useless furniture should be discarded, as it only serves to clutter up the room and make unnecessary work. Sometimes heavy, ugly pieces of furniture can be remodeled or refinished so as to make them more artistic. Simple lines in cheap furniture are much to be desired. Ugly shaped mirrors on dressers and chiffoniers can be removed and made to the rectangular shape of the furniture itself. A little paint has made many an old piece of furniture look new. Can you use a saw and hammer? A paint brush? Kitchen tables may be used for writing desks. Orange boxes have been used for dressing tables. Cabinets, bookcases, and window seats have been made out of old boxes. Write to the commercial manufacturers of paints and ask for instructions as to how to refinish old furniture as well as how to use their paint.

Sometimes new furniture is needed. You should know how to help in selecting it. A piece of furniture is something that one keeps for a long time, and for this reason every effort should be made to select the most attractive design that it is possible to buy. Most furniture is rectangular and boxlike in shape, which makes the structural lines straight, similar to windows, doors, and walls. A few curved lines added to increase the attractiveness of the design will not necessarily interfere with the rectangular shape, but too many curves make the furniture look weak. Curves may be used on the tops of beds and dressers to make the designs graceful and attractive, but curves should always be good curves that combine well with the rectangular design of the furniture.

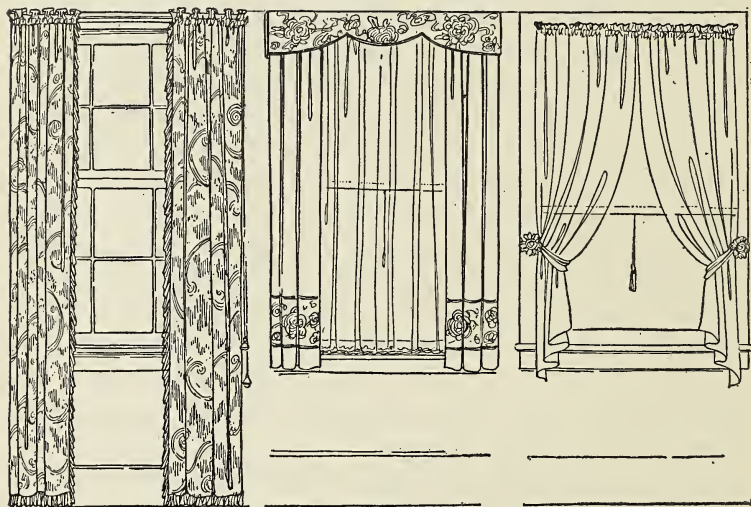
Do you believe in buying furniture on the instalment plan? Give reasons for your opinion. Begin now to study furniture by visiting furniture stores, by observing furniture in your own home and in the homes where you visit, and by reading books and bulletins listed here and elsewhere.

Floors and Rugs. Floors should be darker than the walls, woodwork, or ceiling. As in nature, we find the darkest values near the ground and the lighter values higher up, so in home furnishing and in clothing the effects are most pleasing when this general rule is followed. The floor is the foundation for everything else in the room. Floors are finished in various ways. Hardwood floors are usually finished with varnish and wax. Floors may also be painted, although paint wears off rather quickly. Linoleum, especially the inlaid, makes a very practical floor covering for the bedroom as well as the kitchen and bathroom. Rag rugs seem especially appropriate for the bedroom, and they are often very artistic, helping to complete the color scheme. Fiber and Axminster rugs are inexpensive and may be found in good color and design. The color of the rug should harmonize with the color of the walls and furniture. Designs that are spotted and realistic are not appropriate for floor coverings. Rugs may be dyed, but they should be done by one experienced in this type of work. Plain rugs with overstuffed furniture make a pleasing combination, as do plain draperies and curtains with figured wall paper, and vice versa. Rugs are of many kinds and styles. Perhaps you will be interested in learning more about rugs by reading some additional books and bulletins. Can you tell the difference between Oriental, Brussels, Wilton, and Axminster rugs?

The Curtains in Your Room. Why do we have curtains? Do curtains make our rooms more attractive? Do they soften the light? Do they provide privacy? Do they

make our homes more beautiful and more homelike? The chief purpose of curtains is to provide privacy, to soften light, and to add beauty to our homes.

Curtains do make our home look finished and homelike, but should be used to decorate the windows and soften the light without shutting out too much sunlight and air, so necessary everywhere. When there is a particularly attractive view from the window, curtains should not



Here Are Three Good Curtain Arrangements.

be used to obstruct the view, except when there is need for privacy. Some windows are attractive without curtains; most windows, however, are more attractive with curtains. When there is little or no need for privacy, side drapes may be used without glass curtains, or draw curtains may be used, which serve as side drapes in the daytime and take the place of glass curtains and roller shades at night. Draw curtains may be made of such material as pongee, sunfast gauze, linen or casement cloth, and are finished

with rings. Such curtains may be drawn with a pulley or pushed back and forth on a rod. The rod should be painted to match the woodwork.

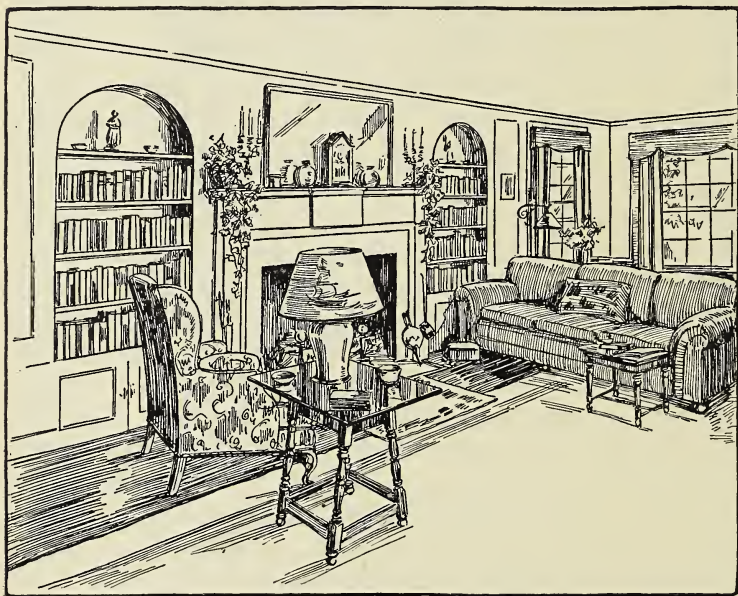
Over-draperies or side drapes and valances are not always necessary, especially in the bedroom, but over-draperies may be used to add color and design and to even correct the proportions of the windows. The style in side drapes varies. They may come to the sill on a line with the glass curtain, to the bottom of the apron, or almost to the floor. Over-draperies in a girl's room may be made of such material as English print, cotton challis, satin, Japanese crepe, plain or checkered gingham.

Glass curtains may be of cream, ecru, or sunfast colors, but should harmonize with other colors in the room. Voile, marquisette, dotted swiss, grenadine, muslin, organdy, theatrical gauze, or net are usually used for glass curtains. Glass curtains may come to the window sill or to the bottom of the apron just below the window. Styles in curtains and draperies vary, as they do in everything else. Curtains may be made straight or tied back. To make a room pretty and restful, the color and design of the curtains should be in harmony with the rest of the room. Curtains, like furniture and rugs, should be in harmony with the structural lines of the room. Windows are usually rectangular and conform to the general rectangular shape of the room. Curtains that hang straight so that they conform to the rectangular shape of the window are better than those that are looped into many curves. Sash curtains which cover only the lower part of the window are not very artistic. It is true that they insure privacy, but they do not add to the attractiveness of the room because the upper part of the window is left bare, which makes the window lack unity.

The proportions of the rooms and windows should be taken into consideration when planning curtains. Win-

dows that are too tall or too short can be remedied to some extent by the selection of the curtains and draperies. When windows are too tall, use a valance, full curtains or tie-backs to detract from the height. When they are too short use long narrow side drapes, rather skimpy glass curtains, and allow the curtains to hang in straight lines.

Making Home Homelike. As you continue to study about the house, you will find joy in expressing your ideas



An Attractive Room—Cheerful and Livable.

in your everyday life, both at home and at school. Study the furniture at home to see if it can be more conveniently and artistically arranged.

A cozy, homelike atmosphere comes by placing related pieces of furniture together and thus making interesting and useful groups. For example, a reading group may

consist of an easy chair, a good light, a small table, a book or magazine; a writing group, a table or desk, a straight chair, a light, and writing material. A table by the side of the bed for books, magazines, lamp, or flowers makes the bed the center of attraction in a bedroom.

The problems of placing the furniture and rugs, decorating the windows, hanging pictures, and arranging flowers in other rooms offer the same type of problems as those considered in your own room. Davenport, pianos, and tables placed obliquely are out of harmony with the structural lines of the room. Sometimes it is better to place a few chairs and one important piece of furniture at a slight angle to make things more convenient, but never should a heavy piece of furniture be placed cornerwise. Wall arrangement that has good balance and unity is just as desirable in other rooms of the house as in one's bedroom. The same rules for hanging pictures apply to each room in the house.

One should ever remember that rooms are made for people and not people for rooms. When we enter a room we wish to see the people, and everything else is of little importance. The people should always be the center of attraction and interest. Everything in the room is for their comfort and convenience. Then furniture, rugs, and walls are not only backgrounds for the family and the things they do, but for pictures, lamps, and other decorative objects.

Books, lamps, candlesticks, flowers, and pictures, arranged artistically, complete the picture of the "home beautiful," and it is so easy to over-decorate with these. A little decoration is beautiful and artistic, while much decoration becomes mere ornamentation and is not in good taste.

Bright, sparkling colors which appear in such things as pictures, lamps, pottery, and candlesticks should be re-

peated on all sides of the room, so that they will balance, not only in size, but in color, too.

Flowers bring happiness not only in the sick room, but in every room in the home; books contribute to the atmosphere of the home and may be used for color; and candles and candlesticks may be useful or just ornamental.

And, finally, remember that good taste in home furnishings, in clothing, and in all decorations depends upon a thorough appreciation of the principle of good design and color harmony.

Things to Remember

Beauty, comfort, and convenience are words that seem to belong to a happy, well-ordered home. One's individuality is expressed in the selection and arrangement of the things in one's room. Refinement, culture, and good taste are not accidental, but the result of careful study and observation. Harmony is the adaptation of everything in the room to make a pleasing and friendly atmosphere.

Stiffness may be broken by grouping the furniture in centers of interest. Place minor objects, as chairs, small tables, smoking stands, where they are the most useful. An easy chair may look more comfortable and inviting if placed a little off the straight line. The bounding lines of the floor are generally straight and at right angles to each other. This fact fixes several important points in regard to the placement of rugs on the floor; do not place them obliquely, any more than you would think of hanging a picture obliquely.

A well-balanced wall should have the same amount of attraction on both sides of its center line. When a room is well balanced there is approximately the same amount of attraction on opposite walls, although sometimes the two side walls are heavier than the end walls. There should be a feeling that the chief attractions are about equally distributed around the room.

When things are rightly emphasized, the eye is carried first to the important thing, then to other things in the order of their importance.

There are certain rules to keep in mind when selecting pictures and other decorations for the walls. A picture should,

first of all, harmonize with its surroundings, in size, color, and general characteristics. In other words, it should seem to belong where it is placed.

In hanging pictures, the wires or cords with two hooks are usually preferable to the slanting effect when only one hook is used. Pictures should be hung where they can be enjoyed. Most people hang pictures too high.

In decorating a room the general scheme found in nature should be followed, that is, floors darkest, walls next, and ceiling lightest of all. In general, the background should be kept in quiet, neutral colors. Rooms are more or less monotonous unless there is something in the room that calls for special attention or emphasis. Consistent sizes and proportion must be noted in order to make the room seem to "grow together as if every piece of furniture belonged there."

A wall is for the purpose of holding up the roof and shutting off other rooms; in other words, it is a flat, solid structure, and its decorations should not take away that feeling. In general the best colors for walls are soft neutral shades. Designs in paper should be indistinct to make a background for pictures, furniture, and people. Woodwork, unless beautiful in itself, should be inconspicuous and as nearly like the walls as possible.

Furniture should be appropriate to the type and proportions of the room. Most furniture is rectangular and box-like in shape, which makes its structural lines straight, similar to windows and walls.

Floors should be darker than walls, woodwork, or ceiling. The floor is the foundation for everything else in the room. Colors in rugs should harmonize with the colors in the walls and furniture. Spotty and realistic designs are not appropriate in rugs.

Curtains provide privacy, soften light, and add beauty to our homes. Curtains, like furniture and rugs, should be in structural line with the room.

The use of figures or patterns makes or mars the beauty of the room. A room without design may be so plain that it lacks individuality and interest, while too much pattern gives one a feeling of unrest, dissatisfaction, and confusion. A little design will balance a great deal of plainness.

Color and its arrangement play a large part in making a room usable and beautiful. Color seems to set the atmosphere of the room. Books, lamps, candlesticks, flowers, and pictures, ar-

ranged artistically, complete the picture of the "home beautiful," but it is so easy to over-decorate with these. A little decoration is beautiful and artistic, but much decoration becomes mere ornamentation and is not in good taste.

Things to Do

1. Imagine you are moving into a new house and that you can have all the furniture and furnishings to make your room comfortable and convenient. List the furniture that you need. Is there anything else that you would like to have? Before asking for anything else, you will doubtless want to find out if the other members of the family can have all they need. Imagine yourself buying furniture, bedding, and everything needed for your room. What are some of the things you need to know before doing this buying?

2. Draw a plan of your own room and study the arrangement of your furniture to see if you have conformed to the best standard possible in arranging your room. Then draw a plan of your living room and rearrange the furniture in your imagination, then go home and measure the furniture and see if it fits your new plan. Study your home kitchen and the food laboratory at school to see if anything should be changed.

3. Make a list of labor-saving devices for the home. What do you consider most helpful? What are the advantages of the vacuum cleaner, the washing machine, the electric iron, long-handled brooms, dustpans, and brushes? Tell why the kitchen cabinet has been called a labor-saving device. Tell why some people put casters on all movable kitchen furniture.

4. Tell what is meant by the structural lines of a room. Tell how you might arrange the articles on your dresser so as to give harmony or unity with the lines of the dresser. The furniture in your room. The furniture in other rooms. The pictures on the wall.

5. Imagine yourself moving into a room with only a bed, a mirror, and chair for furniture. Could you make a closet with a shelf, some hooks, and a curtain to protect your clothes? Could you make a dresser with store boxes? What about rugs and curtains? Do you know anyone who makes rag rugs? Could you make your own curtains? Some girls make bedspreads to match the draperies and dresser scarf. How many sheets, pillow cases, towels, and other linen would you need if

you had to furnish your own linen? Would you buy wool or cotton blankets? Quilts or comforts?

6. Write for the following Farmers Bulletins, United States Department of Agriculture, Washington, D. C., which will be found helpful:

No. 1217-F, *Floors and Floor Coverings* (free).

Miscellaneous Publicity No. 31, *The Changing Uses of Textile Fibers in Clothing and Household Articles* (10c).

No. 1516-F, *Principles of Window Curtaining* (10c).

7. Make a study of the various kinds of porches in your neighborhood. List the characteristics of an attractive and comfortable porch. Visit furniture stores and note the various kinds of porch furniture. What can you do to make your own porch more attractive or comfortable?

8. Study the lawns and exteriors of the homes in your community. Collect pictures of attractive exteriors. Make plans to beautify the exterior of your own home or the home of someone else. Tell how shrubbery, flowers, grass, hedges, fences, bird houses, and rock gardens can be used to beautify the exterior of homes. Flower and shrubbery catalogues, women's magazines, and other periodicals are helpful here.

9. What are the advantages of having a home garden? Give arguments for and against the use of the back yard for a vegetable garden. There are many bulletins published by the United States Department of Agriculture on gardens, which will be found helpful. Some of these are:

No. 218-F, *The School Garden*.

No. 934-F, *Home Gardening in the South*.

No. 937-F, *The Farm Garden in the North*.

No. 1044-F, *The City Home Garden*.

Bulletins on other phases of home agriculture, such as poultry raising and fruit growing, can be secured from the United States Department of Agriculture, Washington, D. C.

10. Write a paper on the "Value of Comfortable Porches and Inviting Gardens in Creating a Real Home Atmosphere." Let someone else write on "The Need for Beauty in Everyday Surroundings." Suggest subjects for other members of the class.

UNIT VI

SAFETY FIRST AND FIRST AID

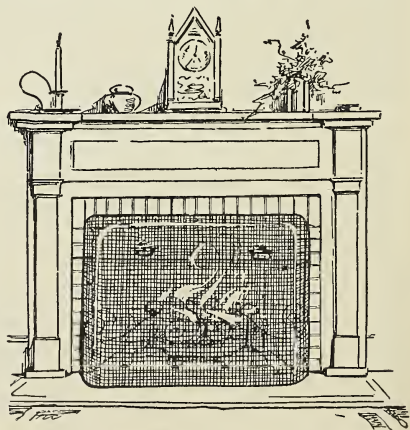
CHAPTER I

SAFETY FIRST

What Causes Accidents? The almost universal observance of "Safety Week" has quickened interest in safety precautions and let loose a flood of inquiries concerning the multiplying causes of accidents. As a result, it has been determined that most accidents are caused either by *ignorance* or *carelessness*, and only a few are really unavoidable.

In the face of this evidence, the duty of every good citizen, young and old, is to learn the common causes of accidents and to form and practice safety habits that will enable him to avoid them. Safety habits and precautions should be practiced not merely to make a display during "Safety Week" or some special occasion, but throughout the entire year. Make a list of accidents which have occurred in your community and in your own home. Show how many of these were preventable.

Accidents at Home. What causes most of the accidents at home? Most of the accidents in the home can be prevented by taking the necessary precautions.



A Wire Screen Before the Open Fire
Provides Safety.

Here is a list of some of the precautions which should be observed at home. Try to add others to this list.

Show the dangers and losses resulting from fires.

Teach children not to play with matches or with fire and to stay away from bonfires.

Keep matches in metal containers, out of the reach of children and away from places where rats and mice can reach them.

Keep naphtha or gasoline tightly corked and out of doors.

Avoid using gasoline or naphtha near a fire.

Always put out the flame in kerosene or gasoline stoves and lamps before refilling them.

Never pour kerosene or gasoline on a flame and never use either in any way in building fires.

Keep kettles of hot water, coffee, and other hot liquids out of the reach of children.

Watch clothing that has been placed near the stove to dry. Carelessness in this particular may cause loss of clothing, houses, and even lives.

Avoid handling defective electric fixtures.

Do not turn the gas burner low to keep the house warm at night. A change of pressure or a slight draft might extinguish the flame and allow the house to fill with gas.

Make certain that gas pipes do not leak and that all fixtures and valves are tight.

Do not use a gas heater in a closed room without a flue.

When it is impossible to have pipe connections for all gas stoves, keep at least one window open. Gas stoves and furnaces should be inspected occasionally.

Use screens before open fires, especially when there are little children in the home.

Avoid putting poison for rats, mice, and flies within the reach of children.

Never allow rubbish to collect in the basement or back yard.

Keep the stairs well lighted.

Clean up broken glass, tin cans, and all sharp-edged articles that tend to accumulate around the yard.

Sprinkle sand or ashes on icy steps.

Never use as a substitute for a ladder any piece of furniture that does not stand firmly on the floor.

Never stand on a rocker.

Make sure not to neglect a wound or scratch.

Keep dirty hands and all soiled objects away from the mouth, nose, and eyes.

Do not put money in the month.

This list of safety precautions against accidents is incomplete, of course, but sufficient to warn us that carelessness about the home may be the cause of much suffering and unhappiness. Accidents have happened from carelessness in these respects, and may happen again. You will observe that most of these precautions that were listed have to do with fire dangers. Simple fire extinguishers should be in every home. In the absence of an extinguisher, smother the fire with blankets, rugs, or water. When clothing catches on fire one should not run, but should roll up in a rug or blanket or anything to smother the fire.

Accidents at School. Safety First habits are nowhere to be more desired than at school and other public buildings where large crowds of people gather. Older pupils should set an example of safety habits for the younger ones. Recklessness on the part of older boys and girls has been known to cause serious trouble. Thoughtful boys and girls will avoid rough play, especially when there are little children on the playgrounds who may be seriously hurt. Fire drills should be followed to the letter. Fire extinguishers should be found in every public building, with fire escapes and exits clearly marked. Accidents at school have been caused by careless throwing, reaching out of upstairs windows, broken windowpanes, running into buildings, running with a pencil or pen in the mouth, dropping fruit skins on the floor and walks instead of in the garbage pail, gripping or removing the chair from under a

person, and carrying a pen or pencil with the sharp point exposed.

Accidents on the Street. Accidents on the streets and in public places are becoming more numerous every day, due to the increasing number of automobiles and trolley cars. All good citizens should learn the traffic laws and obey them. "Stop, Look, Listen" signs save many lives.



ALWAYS Stop—Look—Listen.

One should remember to cross streets at crossings and not to step out from the front or back of a vehicle. "Catching on" to steal rides on the backs of automobiles and wagons is a very dangerous practice. Other things to remember are the dangers of stepping off a train, trolley, or bus while it is moving, using roller skates on busy streets, and walking on the wrong side of sidewalks. When you are walking in the street, face the traffic coming toward you, and face forward on stepping out of a car. Never touch a broken or sagging wire, as it may be a live one.

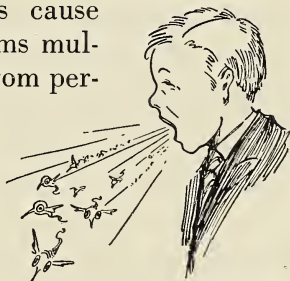
Many other causes of accidents could be enumerated, but these are sufficient to call the attention of every thoughtful boy or girl to his duty as a citizen to demand the installation of safety devices of the best types in the construction of public buildings, dams, railroad tracks, and trolley lines.

Safety First and Disease. Can you think of any way in which Safety First rules apply to the prevention of sickness and disease? We now know that most cases of illness and most accidents are avoidable. However, many accidents and much preventable sickness are in evidence everywhere. Sickness can be prevented, to some extent at least, by observing standard health regulations such as: sleeping at least eight hours each day, eating nourishing food, wearing healthful clothing, taking regular daily exercise with plenty of fresh air and sunshine, and by having a thorough physical examination each year and the correction of physical defects. Many of the best schools now have school doctors and school nurses, whose business it is to safeguard children from preventable illness. Eating a wholesome school lunch, using the tooth brush, taking the daily bath, and taking the daily exercise may be appropriately called safety measures. Abstaining from the use of alcohol and tobacco, and using good light, properly adjusted, for reading are also safety measures. Make

other applications of Safety First regulations to problems of everyday living.

What Causes Disease? Many diseases are caused by the growth of tiny plants or animals called germs or microbes. The causes of other diseases are still unknown, but scientists are making every effort to discover them. The world is full of these tiny plant or animal germs, but they are so small that we cannot see them except by the aid of a microscope. Germs that grow on plants are called bacteria, while the animal germs are known as protozoa. Germs are found everywhere, in the air, water, and soil. Warmth, moisture, and darkness provide ideal conditions for their growth. Sunlight kills these germs. High temperatures destroy them, and cold only prevents their growth but does not kill them. Good refrigeration, cleanliness, and sunshine are practical instruments for the destruction of disease-making bacteria.

Both Good and Bad Germs. Some bacteria serve a useful purpose, such as those that make bread rise, those that ripen cheese, and those that change cider into vinegar. Other germs cause sickness and disease. Disease germs multiply very rapidly and are spread from person to person by such careless habits as sneezing and coughing without the proper use of the handkerchief, spitting on the floor and sidewalks, eating dirty and impure food, and using polluted drinking water. Mosquitoes, flies, rats, and mice also carry disease germs. Likewise household pets, especially when they are not kept clean, spread disease germs.



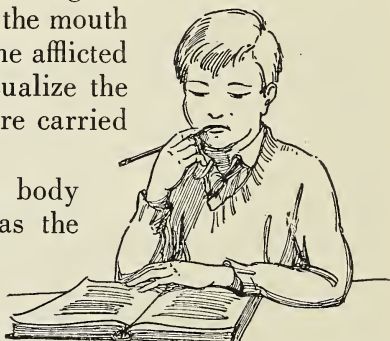
Sneezing and Coughing
Spreads Germs.

Contagious diseases are those which spread from person to person. Contagious diseases include measles, whooping

cough, diphtheria, smallpox, chicken pox, scarlet fever, mumps, and colds. Because they spread so quickly from person to person, quarantine regulations have been established for some of these diseases. Notices warning people to keep away from cases of contagious disease are really safety devices, as are laws regulating the spread of these diseases. How can you help in preventing the spread of contagious and infectious diseases? Tell why it is the duty of every good citizen to strictly obey the rules governing the isolation and quarantine of sickness.

How Disease Germs Enter the Body. We have learned that disease germs enter the body through the food we eat, the water we drink, and even the air we breathe. Cleanliness, fresh air, and sunshine are enemies of disease. The habit of putting the fingers, pencils, and other objects in the mouth would be easily broken if one afflicted with such a habit could visualize the thousands of germs which are carried to the mouth in this way.

Disease germs enter the body through the nose as well as the mouth, hence a clean handkerchief every day belongs to our list of safety devices. Disease germs also enter the body



A Very Bad Habit.

through cuts and wounds. For this reason all injuries should be sterilized with iodine or some other disinfectant. Some disease germs enter the blood stream through the bites of insects and animals. For example, malaria is caused by the bite of a certain type of mosquito. Then shall we add "Swat the Fly" campaigns, "Clean Up Week," and "War on Rats, Mice, and Mosquitoes" to our increasing list of safety measures?

How the Body Fights for Health. When disease germs get into the body and grow, they produce poisons which are carried to all parts of the body by the blood. These toxins or poisons cause pain, discomfort, and disease. The toxins of the various types of germs affect the body differently. Some are much more harmful than others.

Many of the disease germs that find their way into our bodies are destroyed by the body itself. The body defends itself against these germs by means of the white corpuscles, antitoxins, and other germ-killing substances found in the blood. The white corpuscles destroy disease germs by wrapping themselves around the germs, and then absorbing or digesting them. When the germs begin to produce toxins in the blood stream, the body immediately starts the manufacture of antitoxins, which it uses in stopping the poisonous effects of the toxin. When a person does not take a certain disease we say he is immune from that particular disease. The immunity may be natural or it may be acquired. Natural immunity means that the body has a natural supply of germ-killing substances to overcome a certain disease. Acquired immunity is a resistance that has been built up by the use of vaccines, antitoxins, and serums. Practicing good health habits daily assists the body in its fight for health. Can you justify the addition of good health habits to your list of safety devices?

About Prevention of Disease. How does the old proverb, "An ounce of prevention is worth a pound of cure," apply here? It is evident, after a case of sickness develops, that our job is to stop the spread of disease germs then and there. This can be done best only by the whole-hearted co-operation of every member of the family and every family in the community. Clean personal habits, clean homes, and clean communities can scarcely be over-

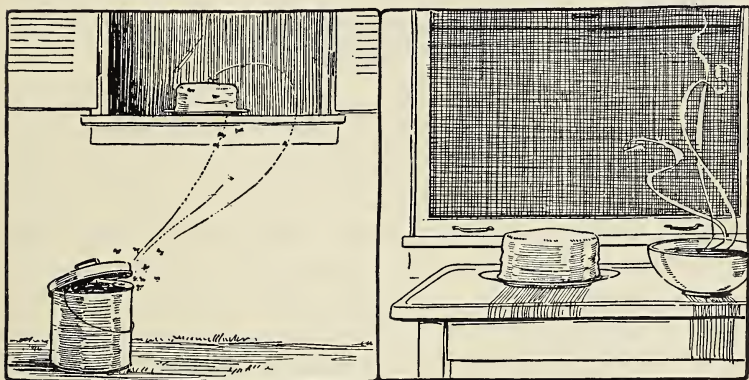
emphasized. Since germs are so small that they cannot be seen except with the aid of a microscope, scrupulous cleanliness is our only safe defense.

The use of preventive measures against such diseases as tuberculosis, smallpox, diphtheria, and typhoid fever is known to have greatly decreased their mortality. It is therefore the duty of everyone to become informed concerning the cause and prevention of these diseases. Being able to recognize the early symptoms of a disease and then staying at home has saved many a person from sickness and unhappiness. Learning to recognize the symptoms of diseases, staying at home when sick—even with a cold—obeying quarantine regulations, and everywhere making cleanliness the watchword are personal duties that everyone should obey.

Vaccines, Antitoxins, and Serums. Some diseases are prevented by specially prepared vaccines and antitoxins. One of these diseases is smallpox, and wherever vaccination is widely used this disease seldom occurs. Vaccines have been prepared for a number of diseases besides smallpox. The vaccine for typhoid fever is successful, but immunity from typhoid fever caused by vaccination lasts but a few years and must be repeated when necessary. Antitoxins are also valuable in preventing and fighting certain diseases. Antitoxins are used for diphtheria, scarlet fever, lockjaw, and meningitis. Diphtheria antitoxin has also saved many, many lives. A specially prepared “toxin-antitoxin” develops an immunity to diphtheria that usually lasts a lifetime. The “Schick Test” is a method of finding out whether or not one is immune from diphtheria. Should vaccination be compulsory? Should it be necessary to make such measures compulsory? The advice and services of the school physician or your family physician should be sought as to the use of vaccines, antitoxins, and serums.

Care of Food. In the care of foods, two points of special importance are cleanliness, to prevent bacteria from getting into food, and cold, to prevent those that do get in from multiplying. The importance of cooking food is, of course, understood, since we know that cooking tends to kill bacteria that have gotten into food and certain parasites that may possibly be in meats.

In buying foods, people should be careful to make their purchases in a store that is kept clean, so that everything is well protected from dust and flies. The purchase of old or tainted meat and fish and over-ripe or decaying fruit should be avoided, because they are usually swarming with bacteria and therefore unfit for use. Do not buy food that has been handled by prospective customers, for there is always danger that disease germs have been left from the fingers of diseased or germ-carrying persons.



Screens Should Be Used to Keep Out Filthy Disease-Bearing Insects.

Not only the germs of intestinal diseases, such as dysentery and typhoid fever, but also of diphtheria, tuberculosis, pneumonia, and scarlet fever reach the mouth in foods. These germs get on food through the aid of flies, dust, rats and mice, impure water, and polluted soil. Persons

preparing food should pay particular attention to their hands and wash them frequently with soap and water. Anyone sick with an infectious disease, or who is recovering from such, should not be allowed to have anything to do with handling or preparing food for other people. Besides the germs of special disease, there are always present in foods bacteria that cause fermentation and decay. These, when taken into the alimentary canal in large numbers, may cause diarrhea and other troubles. Tainted and soured foods are therefore unsafe and should never be eaten.

Food that contains disease germs becomes extremely dangerous for the reason that the germs multiply very rapidly. A dozen germs in the body probably would not have much effect, but if several millions should get in it would undoubtedly cause severe illness, as the white corpuscles and germicidal substances do not have the power to overcome so many. This is the reason that food should be closely guarded against pollution.

Importance of Clean Milk and Pure Water. Milk is an excellent food, but because milk is so nutritious it is easily contaminated, and therefore spreads disease. Do you wonder why germs grow so rapidly in milk. Tuberculosis, tonsilitis, typhoid fever, and diphtheria are diseases that are known to be scattered by carelessness in handling milk. Wise community laws regulate the production and distribution of milk by providing inspectors, whose business it is to see that dairies are kept clean and sanitary. They also test the milch cows to see that they are free from disease. Milk should be kept cool, as coolness prevents the growth of germs. Pasteurized milk is milk that has been heated to a temperature of about 145° Fahrenheit and kept at that temperature for about thirty minutes. This does not kill the harmless germs which turn the milk sour, but it does kill the disease germs. No-

tice that the temperature for pasteurizing is about 70° below boiling. Pasteurizing alters the taste little and does not alter its food value.

Safe water means water that is not polluted by sewage and other wastes. Typhoid fever and other intestinal diseases are caused by impure water. When water is taken



Be Sure That You Drink Pure Water.

from streams it should be filtered. When water is filtered the impurities are removed and the water is made safe to use. Cisterns and wells should be located where the drainage from the house or barn cannot reach them. Outdoor toilets should be kept sanitary by disinfecting them with chloride of lime. When you are in doubt as to the purity of your water, you should boil it before drinking it. Remember that germs are *killed by heat*, but that their growth is merely retarded by cold.

Get Rid of Animals and Insects That Carry Disease. You have learned in your health work that being a good citizen sometimes means declaring war on flies, mosquitoes, rats and mice, and other menaces to the health of the community.

Flies breed in garbage and other dirty places. They fly from these filthy places to our food, carrying with them germs of all kinds, such as those of typhoid fever.

Flies should not only be killed, but their breeding places should be destroyed. Garbage pails should be covered and kept clean. Windows and doors should be screened to keep them out of our houses. Grocery stores and public markets should arrange to keep their foods away from flies. Mosquitoes of certain kinds carry germs of malaria and of yellow fever. Since mosquitoes lay their eggs in water, their breeding places can be destroyed. Stagnant water should be covered by a thin layer of oil. A small amount of kerosene soon spreads over a large surface of water. Empty cans, bottles, barrels, flower pots, and other articles which collect water endanger the health of the community.

Rats and mice carry disease germs, and in addition cause many dollars' worth of waste each year. Food and garbage should be kept in "rat-proof" places. Their breeding places should be destroyed and every effort should be made to get rid of them. The United States Department of Agriculture, Washington, D. C., furnishes free bulletins on the extermination of flies, mosquitoes, rats, mice, and other household pests.

Hookworms are often troublesome in the South, and cause much suffering and unhappiness. The hookworm disease is caused by a tiny worm which enters the body through the skin. It lives and grows in the intestines and makes its victim feel tired and wornout. Prevention against its spread lies in keeping yards and outdoor toilets clean and by never going barefoot where it is likely to be found. "Hookworm" is not only easily prevented, but it is also easily cured. The school physician or the family doctor will gladly prescribe the necessary treatment.

A Healthy Body Resists Disease. Strong body resistance prevents disease. Some people seldom are ill, while

others are less fortunate. Some may even be exposed to a contagious disease and not take it, while others develop it immediately. When one keeps in good health under all conditions, he is said to have a high resistance to disease. The one who readily takes sick is said to have a low resistance.

Resistance to diseases comes by keeping the body well and vigorous. Some of the causes of low resistance to disease are the lack of fresh air, sunshine, and exercise; worry and unhappiness, fatigue from over-work, too much excitement, late hours, poor ventilation in sleeping rooms, and anything that interferes with proper rest and sleep; bad habits, such as the use of alcohol, tobacco, too much candy, and improper food habits of any kind; too much or too little clothing, wet feet, unnecessary exposure to cold, and everything else that interferes with normal and healthy living.

Good health habits build up resistance to disease. And even though healthy people frequently contract diseases, their recovery is hastened by a state of high resistance. Exercise, sunshine, fresh air, adequate rest and sleep, good nourishing food, healthful clothing, regular habits of elimination, correct posture, and personal cleanliness furnish the means of building up a protecting resistance.

Happiness and cheerfulness and certain other good mental habits share in building up this resistance to disease. Specialists in mental hygiene tell us that physical, mental, and emotional health are very closely related. According to Dr. D. A. Thom, "most of the behavior problems in young children would disappear if elimination, food, and sleep were adequately taken care of."

Health and the Community. We have learned that personal health is necessary to individual happiness, and each individual is, to a very large extent, responsible for

his own personal health. However, good health also depends upon the activities of others in the community. What is your responsibility in keeping your community clean and sanitary? One careless person may set at naught the efforts of the other family members to keep the home clean and sanitary. One insanitary home in a community may bring flies, mosquitoes, rats, and mice to plague the



A Clean, Sanitary Community Depends Upon Each Home Being Clean and Sanitary.

entire neighborhood. Communities are made healthy, happy places by the co-operation of their entire citizenry. Are the caretakers alone responsible for keeping our school building clean and sanitary? Are the teachers alone responsible for having good ventilation and adequate light? Are the school health authorities alone responsible for the health of the school children?

The answers to these questions are obvious. The responsibility of each individual is necessary in working for the health of the community. List rules and regulations in your own community which are designated for the good health and well-being of all. Determine your individual responsibility in seeing that these regulations are strictly obeyed. Can you justify the addition of this discussion on health in a chapter on Safety First?

Everyday Resolutions on Health and Safety

One of the Seven Cardinal Objectives of Education

SET A GOAL. Have a personal standard of health and endeavor constantly to maintain it. Have high ideals of physical, mental, and emotional fitness.

FORM HEALTH HABITS. Good health habits of eating, elimination, sleeping, breathing, bathing, and posture will make your life happier and richer. Take care of your eyes, teeth, hair, and feet.

CORRECT YOUR DEFECTS. Seek to find and remedy causes of all ailments. Have a regular health and a dental examination by reliable experts. Get the best advice you can.

DAILY EXERCISE. Exercise daily in the open air. Fresh air sharpens the mind. Master two games, an indoor and an outdoor. Have a hobby along some creative line, as gardening, architecture, or mechanics. Plan your vacation carefully.

REST. Get sufficient sleep with windows open, but avoid oversleep. Learn to relax. Stand and sit erect.

MENTAL HYGIENE. Avoid fear, worry, anger, irritation, overexcitement, and other emotional excesses. Cultivate laughter, optimism, and constructive thinking.

STOP, LOOK, LISTEN! Help prevent accidents to yourself and others at home and on the street. Value life highly. Regard every cross walk as a challenge. Obey traffic regulations. Get the safety habit.

(Journal of the National Education Association)

Things to Remember

Accidents are usually due to ignorance or carelessness. A few are unavoidable. Safety First regulations should be obeyed at

home, at school, and elsewhere, in order to decrease the number of accidents which are happening from year to year.

Much sickness, as well as many accidents, is avoidable. There is a close relationship between disease prevention and Safety First regulations. Knowing the causes and preventions of diseases is useless unless we practice Safety First habits. Notices warning people to keep away from contagious diseases as well as quarantine regulations are really Safety First devices. Learning to recognize symptoms of diseases, staying at home when sick, even with a cold, obeying quarantine regulations, taking advantage of vaccinations and antitoxins, and making cleanliness the watchword everywhere are among the ways of preventing sickness and disease.

Many diseases enter the body through the food we eat and the water we drink. Cleanliness prevents germs from getting into our food, cold (refrigeration) prevents their multiplying, while cooking kills germs as well as the parasites which may possibly be in meat. Store and market places should keep food protected from dust, flies, rats, and mice. Persons preparing food should pay particular attention to their hands, washing them frequently, and using plenty of soap. No one with a contagious or infectious disease should be allowed to prepare food for others. Milk is an excellent food, but is easily contaminated, and often spreads disease. Wise communities regulate by law the protection and distribution of milk by providing inspectors, whose business it is to see that dairies are kept clean and sanitary and that milk is kept cool while being distributed. Typhoid fever and other intestinal diseases are caused by impure water. When in doubt as to the purity of water, it should be boiled before drinking. Remember that germs are killed by heat, but their growth is merely retarded by cold.

Good health habits build up resistance to disease and make the body strong and vigorous. Exercise, sunshine, and fresh air, adequate rest and sleep, good nourishing food, healthful clothing, regular habits of elimination, correct posture, and personal cleanliness are friends of good health and rightfully belong to our Safety First devices. Communities are made healthy, happy places through the co-operation of the entire community.

"Health is that condition of the body that makes possible the highest enjoyment of life, the greatest constructive work, and that shows itself in the best service to the world."—Williams.

Things to Do

1. Find out something about the number of accidents that happened in your community last year. Are they increasing or decreasing? Find out the common causes of accidents at home, at school, and in public places. Are many accidents due to carelessness and ignorance?

2. Make a set of slogans for posters to use in a Safety First campaign. Make a list of Safety First regulations to be obeyed at school, at home, and on the streets. Discuss Safety First rules for vacations. Why is learning to swim a Safety First habit?

3. Discuss the relations of Safety First regulations to the prevention of sickness and disease. Make practical applications of the Safety First rules to problems of everyday living, including good health habits, regular health examinations, visits to the dentist, the correction of physical defects, and the relation of Safety First to character building.

4. Discuss the causes of diseases. Why is it helpful to know that many diseases are caused by germs? How are germs killed? How is their growth retarded? Discuss the relation of cleanliness to sickness and disease. Many diseases are spread by coughing, sneezing, and spitting improperly. Tell why one should form the habit of covering the nose and mouth with the handkerchief when coughing or sneezing. Tell why sputum should be deposited in something that can be burned or sterilized? Tell why spitting in public places is prohibited by law.

5. What is meant by contagious diseases? What is the difference between contagious and infectious diseases? Discuss the importance of obeying quarantine regulations. Tell why it is a sign of good citizenship to stay home when sick, even with a cold.

6. How do diseases enter the body? Discuss the relation of clean personal habits, clean homes and communities to the prevention of disease. Tell why flies, rats, mice, and mosquitoes endanger the health of any community. Discuss the value of individual drinking cups in public places.

7. Discuss the value of vaccinations, antitoxins, and serums in preventing and curing diseases. What is meant by "strong body resistance"? How does the body fight for health? List things which build up resistance to disease and then make a list of things which lower body resistance. Check your own habits against these lists.

8. Discuss the importance of cleanliness in handling food. Are the grocery stores and markets in your community as clean as they should be? Would storekeepers make cleanliness the watchword if all the citizens in each community should refuse to buy products that lacked evidence of perfect cleanliness?

Tell how milk and water are made safe to use. Write to the United States Department of Agriculture, Washington, D. C., for Farmers Bulletin No. 1374, *Care of Food in the Home*.

9. Discuss the following: The place for a sick person is in bed for two reasons of equal importance; first, to safeguard the health of the one who is sick, and second, to protect the health of others. Tell why the hospital is the place for those who are seriously ill.

10. Make a set of rules to be observed when you visit the sick. Would you visit the sick room without first asking permission? Remember that communicable or contagious diseases are often spread by promiscuous visiting and that only cheerful conversation should be allowed in the sick room. What are some of the things that you can do when it isn't wise to visit? List things that your class might do to bring happiness to a very old person or to a crippled child.

11. In what way do sickness and disease affect the family budget? What is meant by "saving for a rainy day"? Find out the cost of doctor's calls, and of hospital care. How much does a trained nurse cost a day? Why does it "pay to keep well"? Why is it "false economy" to refuse to send for a physician when actually needed? When might good nursing care, the attention of specialists, and hospital services be considered real economy?

12. Some additional readings:

Publications of Cleanliness Institute, 45 East 17th Street, New York City, N. Y. Write for catalogue.

Handbook for Boy and Girl Scouts and Campfire Girls' Organizations.

Pamphlets on Personal, Family, and Community Health; Metropolitan Life Insurance Co. Free. Write for lists. Examples of these are:

How to Live Long

Ounce of Prevention

Smallpox

Scarlet Fever

Tuberculosis

Whooping Cough

Tonsils and Adenoids

Measles

Hookworm

Health bulletins of United States Public Health Service, Bureau of Publications, Washington, D. C.

CHAPTER II

FIRST AID

"Keep Your Wits About You." When suddenly called upon to give aid to a seriously sick or injured person, keep calm. Only in this way will you prevent confusion. "Knowing what to do and doing it" are words that phrase a true need in all emergencies. Schools have long since found it advisable to give fire drills to prepare students for emergencies. For the same reason it is wise to plan what we would do should certain emergencies arise. For instance, what would be the best thing to do if the house caught fire, or if you suddenly found yourself in deep water and unable to swim? A good knowledge of first aid work can be secured from books, but unless one knows how to apply the knowledge it is of little value. Perhaps you can practice upon persons who pretend to be injured in various ways.

When to Call the Doctor. In all cases of serious illness or accidents it is wise to call the doctor at once. "Doctoring" yourself or anyone for whom you are responsible is both dangerous and unjust. The doctor should be called immediately in the case of a serious accident, unconsciousness, convulsions, severe sore throat, rash with fever, severe pain in the head or abdomen, and suspicious symptoms indicating contagious or infectious diseases.

Learn What to Do Until the Doctor Comes. Being able to calmly render aid until the doctor comes often means the saving of a life. Everyone should learn how to administer artificial breathing, how to stop bleeding and give other first aid until the doctor comes. Suggestions from the American Red Cross as to how to form first aid classes will be gladly given to anyone interested.

A Shock May Be Serious. A shock often accompanies accidents and is due to depression of the nervous system and failure of the blood vessels to properly distribute the blood over the body. Signs of shock are pale lips, blueness around the nails, a cold and moist body, a weak and rapid pulse. With severe shock the patient may be unconscious and may vomit and hiccough. Send for the doctor. Place the injured person on his back, with head lower than the body. Keep the body warm, using blankets or coats. A hot water bottle, hot irons, or bricks may be used, but avoid burning the skin. Massage the arms and legs toward the body, keeping the body covered as you work to avoid unnecessary exposure. Allow the patient to breathe smelling salts or aromatic spirits of ammonia. If he is able to swallow, give him one-half teaspoon of aromatic spirits of ammonia in a cup of hot water. Other hot drinks such as tea, coffee, or hot milk may also be given.

Anyone May Faint. Fainting is caused by a lack of blood in the brain. The treatment consists in bringing the blood back to the brain. In an overheated, poorly ventilated room anyone may faint. The first thing to do is to place the patient on his back. Do not raise the head, but put a pillow under the feet so that the head will be lower than the rest of the body, to allow the return of the blood to the head. Apply cold wet cloths to the face and neck. Raise the windows. A stimulant may be given, such as aromatic spirits of ammonia, or a small amount of ammonia or camphor may be poured on a handkerchief and applied to the patient's nose. Coffee and tea are also good stimulants. Never give alcohol or whiskey to a person who has fainted or lost consciousness, as either may do great harm. Never give stimulants to patients not sufficiently conscious to swallow.

There is another form of unconsciousness which is caused by too much blood in the brain, and instead of the

patient being pale, as in fainting, the face is flushed. It is dangerous to give such a patient alcohol or any stimulant, as it may cause death. Call a physician.

Sunstroke. One who has been exposed to great heat, either from the sun or other sources of heat, may suffer from heat exhaustion or sunstroke. Headache, dizziness, or nausea may precede the attack, or it may come with suddenness. Consciousness may be lost, the face flushed, and the skin dry, and the patient may be delirious with a high temperature. Quickly loosen the tight clothing and move the patient to a cool place. Sponge the face with ice water or use ice packs to reduce the temperature. Send for the doctor immediately.

Nosebleed Is Common. Slight nosebleed does no harm and does not require treatment. If the bleeding is severe put the patient in a chair with the head back. Loosen the collar and apply cold water to the back of the neck by means of a cloth wrung out of cold water. A roll of paper between the gum and upper lip will help, as will also the pinching of the soft part of the nose. For severe bleeding call the doctor, but in the meantime gently place cotton in the bleeding nostril.

When Frostbitten. In extremely cold weather the ears, fingers, and feet are sometimes frostbitten. When this happens, the correct procedure is to *gradually* bring the affected part back to normal temperature. Rub the affected part with snow or cold water at first, gradually increasing the temperature.

For Boils. Boils indicate a deficiency in the diet. Boils are due to bacteria from the outside which lodge on broken or injured tissue. When one's nutrition is good, boils seldom occur. Did you ever see a boil? The infected part swells, is red, hot to the touch, and often very painful. We say a boil comes to a head, when the skin breaks and allows the pus to run. Wipe the running boil with sterile

cotton or gauze. Keep the pus from touching other parts of the body. Burn all bandages and sterile gauze used in treating the boil. One cannot be too careful in keeping this pus or corruption from infecting other parts of the body.

For Earache. For earache or discharging ears consult the doctor at once. Deafness often results when the ears are neglected. Hot applications placed back and below the ears often give temporary relief. The habit of picking the ears or of putting anything in the ears should be avoided, as it may cause serious infection. Sometimes children put shoe buttons, beans, and other articles in their ears. To avoid serious injury have the doctor remove them. If an insect enters the ear, a few drops of warm castor oil or sweet oil may cause its removal. If not, go to a doctor, who will use an ear syringe to wash it out. If the insect is alive it will often "back out" when an electric light globe is held close to the ear. What do you think of the habit of removing wax from the ears with a sharp instrument, such as matches, toothpicks, and hair-pins? Such practices sometimes make a hole in the eardrum and cause partial or total deafness.

When a Tooth Aches. Toothache usually means that part of the tooth has decayed and the nerve is exposed. A drop of oil of cloves on a little cotton may give temporary relief until the dentist can be consulted. Seeing the dentist every six months or at least once a year is a good health habit. A well-balanced diet is essential to good healthy teeth as well as to other parts of the body.

Foreign Bodies in the Eye. When a foreign body is in the eye do not rub it, but close the eye and allow the tears to wash it into view so that it can be removed. Then wash the eye with clean, boiled water or with a boric acid solution. To remove such particles as cinders and dust from the eye of another, seat the patient in a good light

and ask him to look up while you pull down on his lower eyelid. If you cannot see the particle turn the upper lid over a match and ask the patient to look down. Then remove the particle, using a piece of sterile gauze on a toothpick wrapped in sterile cotton. A *clean* handkerchief may be used in an emergency. What is the possible objection to a handkerchief? Wash the eye with boric acid solution or sterilize it with a few drops of a ten per cent solution of argyrol. If unsuccessful in removing the particle call a physician. The burning sensation which is often present after a foreign body has been removed from the eye can be relieved by a couple of drops of castor oil. If an acid enters the eye, neutralize it with baking soda and water. If an alkali, neutralize it with a weak vinegar solution.

When Someone Chokes. Sometimes a particle of food or fishbone becomes lodged in the back of the throat. At other times children swallow small articles, such as marbles and safety pins. In such cases, place the child in a chair facing the light. Open the mouth and hold the tongue down with the blade of a spoon. If you can see the object, take it out by hooking the finger around it or by using small forceps. Sometimes turning a child upside down, holding it by the heels, and slapping it vigorously on the back will cause the object to be dislodged. Send for a doctor at once if simple measures do not work. When children push buttons or beans into their noses, remove them if they can be seen; otherwise have them removed by a physician.

For Splinters. When splinters lodge under the skin, these carry germs with them. If such objects cannot be removed at once, they should be extracted by a physician. After removing the splinters, treat the injured tissue as any cut or wound.

Cuts and Scratches. Injuries in which the skin is cut or broken are known as cuts, scratches, and wounds. Slight injuries of this kind can be treated without calling for the aid of a physician, others need his prompt attention. But all cuts and wounds, no matter how slight, should be thoroughly sterilized to prevent infection by germs. Iodine or other suitable solution should be used. Remember to keep the dirt out. A loose bandage which will allow the air to reach the cut is better than a close-fitting one made tight with adhesive plaster.



First Aid to the Injured and
Tearful.

Cuts, wounds, and scratches should first be allowed to bleed and then washed in boiled water or in boric acid solution. They should then be treated with iodine. Wrap the wounds in a sterile gauze and keep them clean until completely healed. When such wounds are very deep, a doctor should be consulted.

Exclude Burns from the Air. Burns are painful injuries and should usually be treated by a physician. Burns are caused by dry heat, and scalds by moist heat. Stop the pain by excluding the burn from the air. Some simple home remedies are: A paste made of baking soda and water, carbolized vaseline, unguentine, and olive oil. If bandages are put on the burn, they should be put on slightly so that they will not stick to the burn, causing great pain when they are removed. All burns should be treated as infected wounds. For blisters, use a sterile oil such as equal parts of lime water and olive oil. There is danger of infection whenever and wherever the skin is

broken, and for this reason even slight burns should be treated with care.

Hemorrhage or Bleeding. Unless a large blood vessel is cut, the clotting of the blood naturally will stop the flow. To better understand the nature of a hemorrhage, you should remember that the blood flows from the heart through the arteries and back toward the heart through the veins. If the bleeding is from an artery the blood is likely to come in spurts, each spurt corresponding to a heart beat. Also, remember that the blood from an artery is a brighter red than that coming from a vein. Blood coming from a vein is darker and comes in a steady flow. If the bleeding comes from an artery, pressure should be applied to the artery above the wound. On the other hand, if bleeding comes from a vein, the pressure should be applied below the cut, so that the cut will be between the pressure and the heart.

Imagine a case of a cut arm or leg. Tie a handkerchief or a piece of muslin around the limb, with the knot over the artery or vein. Insert a stick into the knot and twist the bandage until bleeding is checked. This type of bandage is called a tourniquet. Loosen the bandage for a few seconds about once every thirty minutes to relieve the pressure. Call a physician.

Bleeding is the least dangerous manifestation of a wound. Only in few cases is it serious. The greatest danger is in the possibility of infection. Remember that everything which touches a wound must be sterile or antiseptic, in other words, surgically clean.

In cases of hemorrhage, it is dangerous to give a stimulant. Why? Because the stimulant makes the blood flow with greater force, and therefore increases the bleeding.

One general rule that applies to all forms of bleeding is to hold the bleeding part as high as possible, as the blood will not flow up as rapidly as it does down. Always

send for the doctor immediately in cases of severe hemorrhage. Bleeding from the mouth, unless it is from a tooth, often proves serious. Therefore it is a good rule in such a case to call a physician.

Sprains Are Very Painful. The twisting of the cords and leaders about a joint results in the breaking of small blood vessels and the escape of blood into the tissues. This is what happens when you sprain your ankle. There is immediate pain and swelling, and the skin about the ankle turns dark on account of blood escaping into the tissues. The injured member should be raised so that it will get a lessened supply of blood, and cold water should be applied. The water may be applied by means of wet cloths or by placing the injured joint in a vessel of cold water. Keep up this treatment at intervals for twenty-four hours. This helps to keep out the blood and prevents swelling. Do not allow the patient to move the joint. If it is an ankle or knee sprain, he should not walk on the injured foot. Cold water applications on bruises will keep the affected part from turning dark. Call the doctor.

Call the Doctor for a Broken or Fractured Bone. If there is any question as to whether or not the bone is fractured or broken, call the doctor and let him decide the matter. A fracture is always very serious and requires the immediate attention of a doctor. Make the patient as comfortable as possible. Keep yourself and the patient calm and quiet while you await the doctor's arrival. Move a badly injured patient only when necessary. Badly injured or seriously sick patients should be moved on a stretcher. At home the patient may be carried in a strong chair, one person taking hold of the front legs of the chair, the other of its back.

Artificial Respiration. Anything that prevents air from entering the lungs produces suffocation. The usual causes producing suffocation are drowning, gas poisoning, elec-

tric shock, or a foreign body in the throat. See that everyone else stands back so that the patient may have plenty of air, and get the doctor as quickly as possible. Do not lose a minute's time. When suffocation is caused by drowning, the lungs are filled with water. The first thing to do is to get the water out of the lungs in order to start the process of breathing again.

To do this, turn the patient with face downward and one arm extended straight forward above the head and the other bent at the elbow to allow the head to rest on the hand or forearm. Keep the face of the patient turned to the side, leaving the nose and mouth free for breathing. Place your hands under his abdomen and lift him up, allowing the water to run out.

Then kneel with one knee on each side of the patient's body. Be careful not to let the weight of your body rest on the patient's body. Place the palms of your hands on the small of the patient's back, with the fingers resting on the lower ribs and the little finger just touching the lowest rib. Then, with arms held straight, swing the body forward slowly from the waist so that the weight of your body is gradually brought to bear upon the patient. (This movement takes about two seconds, decreases the size of the chest and helps to force the air out of the lungs.) Now swing back to remove the pressure and the chest will expand to its former size, drawing air into the lungs. Wait two seconds and swing forward again. Keep this movement going regularly until respiration is restored. Do not work too fast. From twelve to sixteen times a minute is a natural rate of breathing. Use a watch when possible. Keep working steadily for several hours, or as long as it takes to restore natural respiration.

While this artificial respiration is going on let someone else remove the wet clothing and cover the patient with warm blankets. Put hot water bottles or hot bricks at his

feet. Rub the arms and feet toward the heart to start circulation. Don't get discouraged. Many lives have been lost because artificial respiration was not continued long enough. If the doctor does not arrive by the time the patient revives, give some stimulant, such as one-half teaspoon of aromatic spirits of ammonia in a small glass of water or a cup of coffee or tea. Do not give liquids until the patient is fully conscious. After normal respiration is established, keep the patient quiet. Do not allow him to sit or stand up for several hours in order to avoid strain on his heart. Keep the patient warm while you await the doctor's arrival. Practice giving artificial respiration on members of your class who pretend to be suffocated.

Electrical Shock. When it is possible to do so, have the electric current turned off. If this is not possible, get the patient out of contact with the wire without getting a shock yourself. Remember that it is as dangerous for you to touch the patient's flesh as to touch the wire itself. Grasp the coat if it is dry, and drag him away from the wire, or remove the wire with some substance that will not conduct electricity, such as a wooden stick, rubber, or glass. While working with the patient stand on a dry board, or dry coat, or newspapers, and wrap your hands in several thicknesses of dry clothing or newspapers. If the patient is not breathing when contact with the wire is broken, begin artificial respiration at once.

If Someone Is Poisoned. To be able to think and act quickly when someone is poisoned may save the life of a dear one. The first thing to do in every case of poisoning is to call the doctor promptly. A few minutes' delay may mean a life lost. If it is possible, send word to the doctor as to the nature of the poisoning.

The next thing to do, except in cases of poisoning with strong acids or alkalis, is to give an emetic. An emetic is

something that will produce vomiting. Mustard is a good emetic and is usually found in every home. Put a teaspoonful of mustard in a glass of warm water and give it to the patient. If mustard is not available, give warm water in abundance. If warm water is not available give cold water. Salt and warm water will often produce results. Vomiting can also be produced by tickling the back of the throat with the end of the finger. First-aid treatment with household remedies will often save a life while waiting for the doctor.

When Not to Give an Emetic. Do not cause the patient to vomit when strong acids and alkalis have been swallowed. Remember that acids and alkalis neutralize each other, that is, they make each other harmless. Thus, when an alkali, such as lye, lime, or ammonia, has been swallowed, give the patient doses of some mild acid, like vinegar, or the juice of an orange or a lemon.

When strong acids have been swallowed, hydrochloric, sulphuric, or nitric, have the patient drink mild alkalis such as lime water, magnesia, baking soda, or even soap.

Remember that it is well to give white of egg in poisoning of all kinds. Mix the whites of several eggs in water and give the patient all that he will drink.

There is an *antidote* for almost every type of poison. An antidote is something that has just the opposite effect, and helps to offset the danger from the poison.

It is well to keep bottles containing poisonous drugs under lock and key. Always label them *poison*. Medicines of all kinds, liquids, salves, or pills, should be kept out of the reach of children. Always read the label before taking any kind of medicine. One should never take medicine from a medicine cabinet and swallow it without turning on the light. Why?

Another important habit to form is that of disposing of left-over medicines after they have served their purpose.

Here Are a Few Poisons and the Method of Their Treatment

(Copy this for the Home Medicine Cabinet.)

ACIDS: *Such as hydrochloric, sulphuric, and nitric.* Give whites of eggs and strong lime water, baking, soda, magnesia, or soap.

ALCOHOL: *Whiskey, toilet water, and bay rum.* Give whites of eggs and an emetic, strong coffee, and plenty of water.

ALKALIS: *Such as lye, lime, and ammonia.* Give whites of eggs and vinegar, or lemon or orange juice to neutralize the alkali.

ARSENIC: *Rat poison and paris green.* Give whites of eggs, an emetic, and large quantities of water to wash out the stomach. Give a purgative such as castor oil or salts.

CAMPHOR BALLS: Give whites of eggs, an emetic, and strong coffee, and keep the patient warm.

CARBOLIC ACID: Give diluted alcohol or an alkali such as soda, magnesia, or lime water, and large quantities of lukewarm water to wash out the stomach, also give salts, but do not give castor oil. Oil aids in the absorption of carbolic acid and makes the case more serious. Give whites of eggs.

CAUTION: Never use wood alcohol internally.

DOG BITE: The wound should be thoroughly cleaned and allowed to bleed. When bleeding stops, a clean cloth saturated in a solution of boric acid should be applied warm. Unless the dog is known to be rabid, he should not be killed at once, but placed where he cannot bite anyone else, and held under observation until the doctor may know whether or not to administer the treatment for preventing hydrophobia.

FOOD POISONING: Food poisoning is usually indicated by sudden and severe illness, vomiting, and cramping pains. In cases of food poisoning, all who have eaten the bad food are likely to be affected.

Send for the doctor at once. Cause vomiting by giving mustard and water, salt and water, or syrup of ipecac. Give the patient quantities of lukewarm water to wash the poison out of the stomach.

GASOLINE: Give whites of eggs, an emetic, and strong coffee.

GAS POISONING: A poisonous gas called carbon monoxide is present in illuminating gas and in the exhaust from automobiles and buses. This poison is colorless and practically odorless.

It suffocates its victim by taking the place of oxygen in the blood. Thus the recovery of the patient depends upon the replacement of this poison with oxygen.

One should never run an automobile in a small garage without ventilation. Neither should one work under a car with the engine running except for a few minutes.

Many serious accidents have been due to carelessness in using cooking stoves, leaky gas tubes, using rubber tubing, loose gas fixtures and valves, gas furnaces, and gas heaters not connected with flues.

The treatment lies in giving the patient fresh air. Send for the doctor immediately. If breathing has ceased, give artificial respiration. If the patient can swallow, give a half-teaspoonful of aromatic spirits of ammonia. Rub the arms and legs briskly toward the heart.

INSECT STING: *Bees, mosquitoes, chiggers, and ants.* When you can see the sting in the flesh, pull it out. Apply ammonia water, soda, salt, or camphor. Apply wet cloths if the affected part gives much pain.

IODINE: Give whites of eggs, cornstarch, and water or milk.

LEAD POISONING: Give whites of eggs, an emetic, and Epsom salts.

NICOTINE: The patient usually vomits. Give tannic acid, strong tea or coffee. Give ammonia as a stimulant when it is necessary. Keep the patient warm.

MORPHINE: Give an emetic, strong coffee, and artificial respiration. Keep the patient awake.

POISON IVY: Grows along the roadway, covers fence posts, and winds itself around posts, trees, and stumps. There are two varieties of ivy. Poison ivy has three shining leaves and yellowish green berries, while the harmless ivy has five leaves with red berries.

Wash the skin thoroughly with soap and water as soon as possible. This may prevent the poison from getting a start. Wash the irritated surface with boric acid solution. Dry and apply carbolized vaseline, zinc oxide ointment, or unguentine.

SNAKE BITE: Snake bite should be treated in the same way as the bite of a dog. It is also well to tie a tight bandage above the bite to prevent the poison from going into the general circulation. If there are no sores in the mouth or on the lips, suck the wound when it does not bleed freely.

STRYCHNINE: Give an emetic, whites of eggs, tannic acid, and artificial respiration. Tannic acid is found in tea. Then if tannic acid is not available give a strong tea.

Some Common Illnesses. Most minor illnesses are better treated without medicine. Rest in bed is usually the best possible advice. Medicine, for the most part, should be prescribed by the doctor. Do you know why?

Headache is not a disease, but indicates that something is wrong with some part of the body. Finding and removing the cause of the headache are much better than taking medicine. So if you have headaches repeatedly consult a doctor. See that the bowels are working properly, eat lightly, drink lots of water, and lie down in a quiet place and try to sleep. An ice cap on the forehead (or a cloth wrung out of ice water) will often help, as will a hot-water bottle to the feet, especially when they are cold.

Indigestion (upset stomach, nausea, and heartburn). Improperly balanced meals, poor cooking, eating too hurriedly, irregular eating, such as eating too little one meal and over-eating the next and other bad food habits, are usually the cause of indigestion. "Heartburn" has nothing to do with the heart, but is really due to indigestion, and may often be relieved by taking a half-teaspoon of soda in a glass of water.

When the pain is severe, a hot-water bottle will give some relief. It is better to eat lightly or nothing at all. One should never eat hurriedly when he is over-tired or nervous. Eating just before going to bed often causes discomfort. Diarrhea is due to irritation of the intestines, and may be caused by the same things that cause indigestion. Repeated attacks of indigestion, upset stomach, or diarrhea should be reported to a physician.

Constipation is closely related to indigestion. It may be caused by irregular food habits, lack of sufficient bulk and liquid in the diet, and lack of rest and exercise.

The habit of taking cathartics should be avoided. A regular time for the bowel movement each day, preferably just after breakfast, will be your doctor's first order. His other recommendations may include from six to eight glasses of water each day, with two glasses hot or cold upon rising, and an abundance of bulky foods, such as coarse cereals, green vegetables, and fruit. Exercises for strengthening the abdominal muscles are usually helpful.

Colds, like other diseases, develop when the body is weakened from improper food habits, fatigue, lack of sunshine and fresh air, and other bad health habits. "Adenoids" also cause one to be usually susceptible to colds. Colds are contagious, and for this reason particular care should be taken to keep from spreading the cold germs to others at home, at school, and on the streets. Colds can often be stopped by staying in bed the *first* day and taking a cathartic, such as castor oil or Epsom salts, or by drinking large quantities of water. A hot bath and a hot drink, such as lemonade, may be taken if one goes immediately to bed and stays there. Do not allow the skin to become chilled while perspiring. Fresh air, a light but nutritious diet, and plenty of water, with complete rest in bed, will be found most helpful. A half-teaspoon of soda in a glass of water taken three or four times a day is helpful here.

When fever, sore throat, severe coughs, or pains in the chest are present, consult the doctor at once. Many other diseases start with a cold, and for this reason it is practically always wise to consult a doctor. Call the doctor at once when a baby has a cough, high fever, or sore throat. Serious diseases of children begin with these symptoms.

The Home Medicine Cabinet. In every home a few first aid materials and medicines should be found, but these should be very carefully selected, labeled, and kept in a cabinet made for that purpose. Keep all poisons

Castor oil, eight ounces. Dose, one to two tablespoonfuls.

Epsom salts and castor oil are good cathartics for adults; milk of magnesia may be used for infants.

Laxatives and purgatives should usually be taken only upon the advice of a physician. One should never form the habit of taking laxatives of any kind regularly.

Listerine. For mouth wash, bad breath, and dandruff.

Lysol and creosol are good disinfectants. Follow the directions on the bottles.

Oil of cloves. For toothache.

Tincture of iodine, $3\frac{1}{2}$ per cent. For wounds. Buy in small quantities, because the alcohol evaporates, leaving the residue strong enough to blister the skin.

Zinc oxide ointment. Good for prickly heat, poison ivy, or any chafing of the skin.

Olive oil, mustard, flaxseed, baking soda, cold cream, hand lotion, talcum powder, white vaseline, mentholatum, and witch hazel may also be kept on hand.

The equipment for the home medicine cabinet should also include a hot-water bottle, absorbent cotton, a medicine dropper, safety pins, and a pair of scissors. The Red Cross First Aid Kit and First Aid Books should also be on hand and ready for immediate use.

Things to Remember

When suddenly called upon to give aid to a seriously sick or injured person, keep calm. "Knowing what to do and doing it" are words that phrase a true need in emergencies. Excitement causes loss of valuable time. An excited person rarely exercises good judgment.

To be able to think and act quickly when someone is poisoned may save the life of a dear one. The first thing to do in every case of poisoning is to call the doctor promptly. The next thing to do, except in strong acids or alkalis, is to give an emetic. First aid treatment with household remedies will often save a life while waiting for the doctor.

In all cases of serious illness and accident, it is wise to call a doctor at once. Doctoring yourself or anyone for whom you are responsible is both dangerous and unjust. The doctor should be called immediately in cases of serious accident, unconscious-

ness, convulsions, sore throat, rash with fever, or severe pain in the head or abdomen.

In every home a few first aid materials and medicines should be found, but these should be carefully selected, labeled, and kept in a cabinet made for that purpose.

Things to Do

1. Experience proves that it helps to study first aid treatment and practice its application on people who pretend to be sick or injured. Make a list of many accidents that might happen to various members of your class. Practice giving them first aid treatment. Learn to make and place swings, and to apply antiseptics to simple wounds. Practice giving artificial respiration.

2. Try to find an opportunity to apply your first aid knowledge in real emergencies. In most schools minor injuries happen which can be treated by your class. Always call a doctor when serious accidents happen. Read and study first aid books and pamphlets. Be ready for real emergencies. Tell how you would call the doctor in a real emergency.

3. Tell what you would do if your clothes suddenly caught on fire. What would you do if the clothes of someone else caught on fire? If you suddenly entered the house and discovered one room on fire, what would you do? Tell how burns should be treated. When burned with strong acid, why are you advised to wash off quickly with baking soda in water; and when burned with an alkali, why are you told to wash off with vinegar or lemon juice? Sunburn is a mild burn. Tell how it should be treated. Why should all burns be treated as infected wounds?

4. Find out how wounds and cuts should be treated. When should the doctor be called? What is tetanus poisoning, or lock-jaw? Learn how to make a triangular bandage from an old sheet or pillow case. Learn how to sterilize it in a double boiler. Find out from the Red Cross what bandages can be bought for the home medicine cabinet. Learn how to make and use simple bandages.

5. Discuss proper treatment for headache, indigestion, constipation, colds, and other minor illnesses. Imagine situations in which various members of your family are ill at home. Make lists of things you could do to help.

6. Imagine yourself sick with a cold or some communicable disease. What precautions would you take to prevent spreading the disease? Imagine yourself convalescent with a broken ankle.

Would you want to see your friends? Would you appreciate flowers, books, candy, letters, and other courtesies?

7. Which room in your home would you select for a sick person? Why is a cheerful, well-ventilated room needed? Why should the room be simply furnished, scrupulously clean, and kept in good order? Why are we so often told to keep noises, wilted flowers, and empty medicine bottles out of the sick room? Why should the doctor's orders be carefully followed? Why are tales of accidents, sickness, and death out of place in the sick room?

8. We know that proper diet helps to prevent disease. The right kind of food also helps the sick and convalescent in getting well and strong. People who are slightly ill usually need less food than when normal, and food that is most easily digested, such as soups, beef tea, poached egg, junket, eggnogs, and gelatin. When the sickness is at all serious, it is wise to ask the attending physician to give a list of foods that the patient may have. From this list plan meals that are attractive and appetizing, which the patient will enjoy. Learn to arrange an attractive tray. A few flowers or a single rosebud are usually greatly appreciated. Daintiness and simplicity should be observed in arranging the tray for the sick or convalescent.

9. Some additional readings:

First Aid; American Red Cross. Blakiston & Sons.

Boy and Girl Scout Books.

First Aid in the Home and Artificial Respiration. Metropolitan Life Insurance Co.

10. *Books for Your Home*. Books on first aid should be in every home, such as *First Aid and Home Nursing*, by American Red Cross.

Since food plays such an important part in even minor illness, a few books on this subject are especially desirable. Examples of such books are:

Practical Dietetics—Diet in Health and Disease, by A. F. Pattee, published by the author at Mount Vernon, New York. This book not only tells what one should eat under particular circumstances, but in addition it tells how it should be prepared. *Feeding the Family*, by Mary S. Rose, published by Macmillan, is another book that belongs in the home library. Diet for the various members of the family, including the baby, is discussed in this book.

UNIT VII

HOME ENJOYMENT AND RECREATION

CHAPTER I

HAPPINESS AT HOME

A Happy Fireside. Do you enjoy spending a long, wintry evening by the home fireside? Draw a mental picture of a cozy home on a cold wintry night, with the family circle drawn up around an open fire. On their faces are reflected comfort, happiness, and love. The spirit of sympathy and understanding is visible in every gesture and movement. Look closer and notice the mother's happy glance as it wanders around the circle, unbroken by the absence of a single loved one, and see also the father's proud, contented smile as he joins the children in their games or in the singing of old familiar hymns.

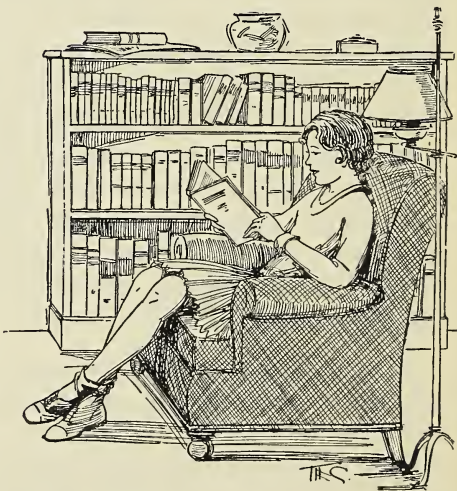
Picture, in your imagination, other "evenings at home" with this family. How do they manage to be so contented and happy? What are some of the games they play? Do they enjoy popping corn, cracking nuts, reading aloud, telling stories, playing checkers and dominoes, or other fireside games?

"Once Upon a Time." Learn to tell a good story; cultivate a sense of humor. Do you enjoy riddles, jokes, and guessing games? How many fairy tales can you tell? Attend lectures, musicales, plays, and "movies" occasionally. Read new books, magazines, and daily papers. It is an art to be a good talker, as well as to be an attentive listener. You can be neither unless you keep yourself informed. Read poetry and good literature. Join a poetry club, a picture study club, a hiking club, a garden club, a

flower club, a home enjoyment club, a music club, or a story-telling club.

"Blest Be the Tie That Binds." One of the best forms of recreation for all members of the family is music. Can you tell why? It is recreation in which every member of the family may join and is one of the very best ways of keeping the atmosphere of the home what it should be. Learn to play the piano. Have a radio or a phonograph in your home. Get the members of your family together around the fireside and sing sacred hymns and the popular songs of the day. How many patriotic songs can you sing? Learn the words and music of our national anthem.

The Joy of Books. "Be as careful about the books you read as about the company you keep; for your habits and character will be as much influenced by the former as by the latter." Books may be the means of bringing to the most isolated home the daily companionship of the greatest personalities of all the ages. With such friends, why should anyone be lonely and why should anyone find it necessary to be "constantly on the go" to really enjoy life? Let good books be welcome guests in your home and in your own room.



"Let Good Books Be Welcome Guests in Your Home."

Good Pictures Are Valuable. The study of good pictures should occupy part of your leisure time. Good pic-

tures are educational and inspirational. Paintings and sculptures make the life of all ages stand in clear review before us, thus giving food for thought and real enjoyment. "Cultivate an interest in good pictures—it is a part of education always within reach."

"The World Is Full of Beauty." Learn to enjoy and appreciate the beautiful in life. There is beauty in words, in poetry, in books, and in thought. Contentment with ugly things and inability to appreciate good pictures, good music, and good books are characteristics not to be proud of. On the other hand, the ability to notice and love beautiful things is a mark of education and refinement. There is beauty in nature. Learn to appreciate the flowers, birds, trees, mountains, hillsides, skies, and clouds. Who would not enjoy the wonderful colorings of nature when the sun is setting or the quiet and beauty of morning when the sun is rising?

True Friendship Is a Thing of Beauty. It is an art to be able to make friends and to keep them. What is the meaning of real friendship? Look up the meaning of friendship in the dictionary and encyclopedia. Make a list of the personality traits that you most admire in your friends. Read "Friendship," by Emerson. "The way to win a friend is to be one."

"Keep the Home Fires Burning." Give special attention to the birthday of each member of your family. Can you bake a birthday cake? Plan birthday parties for the different members of your family. Mother's Day, which comes the second Sunday in May, should never be forgotten. What are some of the things we can do to show our appreciation and love for our mothers? Neither should we forget Father's Day, which is usually the third Sunday in June. Does your father know how much you appreciate his care and thoughtfulness?

Happy Leisure Hours at Home. Much of one's leisure time should be spent in the quiet enjoyment of the home. Some of this time can be pleasantly used in doing things to make home more attractive. Much real enjoyment may be found at home in music, books, magazines, and in games that are liked by the other members of the family. It is easy to have happy hours at home when the home provides the right kind of opportunities for using leisure, as, for example, when every member of the family "owns a little corner of the home" in which to read and study and be alone. A home with attractive surroundings, neat, clean, and orderly inside, and providing "a place for everything," is likely to be one in which boys and girls will seek and find home enjoyment.

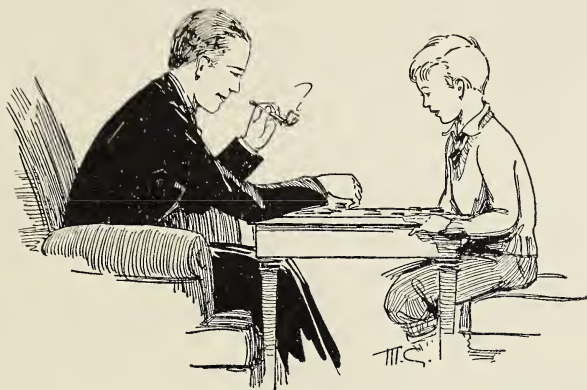
Fathers and mothers who give their children real homes where they can play games, have music, entertain their friends, read good books, and *use* furniture are appreciated by their children and their children's playmates.

Just Being Together. The privilege of being together and of being allowed to enjoy each other should bring happiness to every member of the family. And good times can be had on very little money. It is largely a matter of the family's being congenial and thoughtful of each other and the willingness of each to do his part for the enjoyment of the others. Just as the community accepts the responsibility of providing recreation for its citizens, so the home should assume the responsibility of providing home enjoyment for the family.

A part of the family recreation can be taken by attending band concerts, lectures, art exhibits, museums, and public libraries together, and by going in groups to swimming pools, gymnasiums, playgrounds, and parks.

Play with Your Parents. Much real happiness comes from being interested in the members of one's family to the extent of enjoying the games, plays, music, and out-

door sports which they enjoy together. Take a long walk with your father occasionally. Ask his advice when you need counsel. Share your joys and sorrows with your mother; she will be a sympathetic listener. What games do you and your parents enjoy together?



A Friendly Contest—Learning Good Sportsmanship.

Things to Remember

Much of one's leisure time should be spent in the quiet enjoyment of the home. It is wrong to get the idea that all happiness is found in either entertaining our friends at home or in finding pleasure outside of the home. The amount of time spent at home with one's family will vary according to the family and the community in which one lives.

Some of this leisure time can be spent in doing things to make home more attractive. Much real enjoyment at home may be found in music, books, magazines, and in the games which the various members of the family enjoy playing. It is easy to spend happy hours of leisure at home when the home provides the right kind of opportunities, as, for example, when every member of the family "owns a little corner of the home" in which to read, study, and be alone.

A home with attractive surroundings which is kept neat, clean, and orderly, and which provides "a place for everything," is likely to be one in which boys and girls will seek and find home enjoyment.

Fathers and mothers who give their children homes where they can play games, have music, read good books, and *use* the furniture and the house are appreciated by their children and those playmates of their children who receive a hospitable welcome.

Things to Do

1. Make a "Festive Day and Party Scrapbook." Get a rather large loose-leaf notebook. Start a page for each month in the year, featuring its special holidays. You will find many suggestions for decorations, refreshments, and entertainment, in current magazines and newspapers. These suggestions can be added to from year to year, and you will be surprised to find how helpful they will be when entertaining on special occasions. You may decide to have a special page under each holiday for children's parties, another for adult parties, still another for parties for girls and boys of your own age. Don't forget the page for family picnics and fireside suppers.

2. List things that should be done at home to make housework easier and to make your home more beautiful and convenient. Do you find joy in doing things at home? Did you ever paint an old piece of furniture or otherwise "make it over" into something beautiful and useful? Do you know how to use a hammer, a saw, a paint brush? Try making a shelf, a bookcase, a window seat, a flower box, footstool, magazine rack, or a draped dressing table. Perhaps your room needs new curtains, floor pillows, a dresser scarf, and a pin cushion. What can you do to make your yards and porches more beautiful? Quite frequently porch furniture needs painting. Secure information from local paint shops and from writing to the "Home Service Editors" of women's magazines. Make "Home Improvement" your year-around project.

3. Why not select picture study as your home project? What pictures do you enjoy most? What pictures are suitable for your room, for the living room, for the dining room? Make a careful study of the many pictures of different kinds and descriptions. Not all pictures are good. Many are interesting and amusing, but not artistic. It is better to have a few good pictures than a large collection of poor ones. Most homes have too many. Write to the Perry Picture Company, Malden, Massachusetts, for their catalogue.

4. Since some of the aims of the successful home are human satisfaction and happiness and proper development of the per-

sonality of each member of the home, part of one's leisure time should be spent in self-improvement. Discuss the value of spending one's leisure time in reading good books, studying music, and painting. What else can one do with leisure time? What opportunities are there in your community for attending night school or part-time school? Do you make use of the public libraries?

5. Discuss the value of the home as a place to work, to play, and to rest. Do you believe that home enjoyment and rest are closely related? Do you believe that the right use of leisure time should be one of the chief objectives of education?

What is the real difference between work and play? What is the difference between a vocation and an avocation?

6. Discuss the influence of music, books, and pictures in the home. Give reasons for learning to appreciate the beautiful in life. What is the meaning of friendship? Why are books sometimes referred to as "good friends"? Do books furnish real companionship? Do your friends who enjoy music and pictures seem lonely?

7. What is leisure? Discuss the importance of recreation, amusements, and pleasures in the lives of adults, as well as children. Do you believe that the family budget should provide money for recreation and pleasure as well as for other items? What is meant by the expression "All work and no play makes Jack a dull boy"?

8. Do you know any boys and girls who have too much leisure? What makes you think they have too much leisure? Have they learned how to use their leisure time properly? Name ways in which one's leisure time may be spent to good advantage. Do some families spend too much money on recreation? Discuss the relation between good times at home and elsewhere and the amount of money one has to spend.

Some additional readings:

Home Play (50c). Play Ground and Recreation Association of America, 315 Fourth Ave., New York.

The Meaning of Pictures; Van Dyke. Scribner.

Music in the Home; Thomas. Abingdon (15c).

The Home and Moving Pictures; Kennedy. Abingdon.

Home Music and Home Play. Better Homes in America, Washington, D. C. (15c).

When Mother Lets Us Keep Pets; Johnson. Moffat, Yard.

CHAPTER II

ENTERTAINING OUR FRIENDS

True Hospitality Is Beautiful. True hospitality is usually defined as the possession of charming manners and the exercise of genuine interest in the happiness of guests and pleasure in making them happy. Sharing our homes with guests is a happy thing to do, but true hospitality begins with making the family happy by the assurance that each member of the home circle is welcome. In fact, hospitality is an activity which is shared by every member of the family. The test of hospitality is in the ability of each member of the family to share in the pleasure derived from receiving company.

Perhaps you wonder if your friends enjoy coming to your home. Is it a real pleasure to entertain your friends? If guests seem eager to accept your invitations and linger a bit longer than the usual time, it is an indication that you have acquired the art of being truly hospitable.

When Company Comes. Show by your manner, your smile, and by your conversation that you are happy because company has come. Always rise to greet callers, and see that they are introduced to members of your family and others present. When all have been introduced and comfortably seated, turn the conversation to things of interest to all present. Lead the conversation along pleasant lines, and make everything as agreeable as possible for your guests.

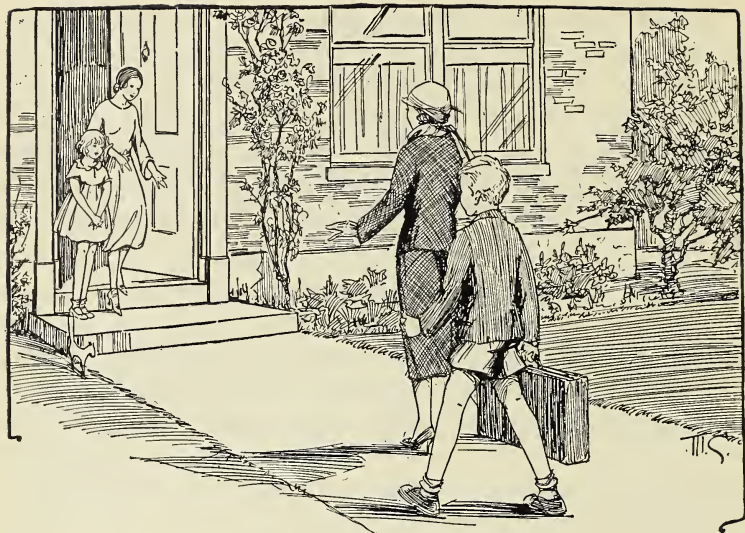
Interest in your guests and joy in giving them pleasure will warm the hearts of those around you and strengthen the bonds of friendship. Being gracious in manner comes to one only through forming such personality traits as friendliness, cheerfulness, sincerity, and thoughtfulness of others.

When You Go Visiting. Afternoon calls are usually made between three-thirty and four-thirty and last about a half-hour. As a rule, when calling on friends in the evening do not stay after ten o'clock. When leaving tell your friends you have enjoyed your visit, and ask them to come to see you. If your friend's mother is not at home, express regret at not seeing her. Remember that the mother in the home is the real hostess.

Formal calls and the leaving of cards are not so common in America as formerly. However, friends will always call on friends, especially in the case of sickness, death, and other unusual circumstances. Friendly calls to meet out-of-town visitors are always appreciated. Dinner calls are still paid. When one is entertained at a dinner or even invited to dinner, a dinner call should be made within a week or two after the event.

Entertaining the House Guest. When visitors come to spend the night, see that everything is in readiness for their comfort and enjoyment. The guest room should be supplied with clean linen and suitable bedding. The guests should be taken to their rooms as soon as they arrive, and should be made comfortable. A convenient place for baggage, wraps, and for all personal belongings, will make guests feel at home. One's hostess should tell her guests something of the family customs, such as the hour for retiring, the time for breakfast and other meals. A vase of flowers, some fruit, or a refreshing drink will show thoughtfulness on your part.

Being a House Guest. We have learned that the hostess is responsible for many things in making her guests happy. In the same way the guest should feel the responsibility of making herself charming and gracious. There is an art in being a guest, as well as in being a gracious hostess. A guest should always reply to an invitation



A Cordial Welcome.

promptly, should arrive when expected, and should never overstay the length of time designated in the invitation.

In leaving, the guest should express her appreciation to her hostess, to the mother, who is the real hostess, and to any others who have done anything for her happiness.

A charming house guest adjusts herself readily to the family routine, which includes being on time at meals, making her own bed, leaving the bathroom orderly, keeping her room neat and clean, and offering to help with the housework if there are no servants. The thoughtful guest will not expect her hostess to entertain her every minute, and when she returns to her own home, she will write immediately back to her hostess, telling her how much happiness she enjoyed during her visit.

How to Extend Invitations. Invitations may be extended in person, by letter, or by telephone. Personal invitations and telephone calls are practically always in-

formal. A written invitation may be either formal or informal. However the invitation is given, it should state clearly the date of the entertainment and the time when the guests are expected. It is good form to tell the guests when to come and when to leave. For example, the invitation should say "four to six" or "from eight to eleven."

If you are inviting a school friend to spend the week-end with you, the invitation should state the time to come and when to leave. Some indication as to what will be the form of entertainment while your friend visits you should be given so that she will know what kind of clothes to bring. It is always a good plan to indicate to your guests the kind of entertainment, for example, whether the party is to be a large or a small one, formal or informal, indoors or outdoors.

An Informal Note. For an informal party you may write a note such as the following:

Dear Mary:

Mother and I are inviting a few of my friends in to spend the evening, July 8th, from eight to eleven. We are planning to dance. We will be so happy to have you come.

Sincerely yours,

EMILY POWERS.

1032 East 11th Street.

July 1.

Formal Invitation. Formal invitations are more dignified and are always written in the third person, such as:

Miss Julia Brown

requests the pleasure of

Miss Margaret Smith's company

at her home on Thursday evening

March eighth, from eight to eleven

Eighteenth and Walnut Streets

Replies to Invitations. It is always courteous to answer an invitation promptly. The reply, whether an acceptance or a regret, should be in the same form in which the invitation is received, which means that informal invitations should receive informal answers and the formal invitations, formal answers. The place and the hour are omitted from the regret. R. S. V. P. upon formal invitations means "Reply if you please." Today the form "The favor of a reply is requested" is equally good form.

Telephone invitations may be answered by telephone; informal notes with informal replies, written in the same kind of language; formal invitations with formal replies, written in the third person by hand, in ink, and on the first page of a sheet of note paper.

The Hostess at a Party. To be a charming and gracious hostess at a party is a delightful accomplishment. The secret lies in being thoughtful, tactful, friendly, and at ease. The thoughtful hostess plans every detail of her party in advance, so that the atmosphere of her home will not be one of confusion and disorder when her guests arrive. She forgets herself and thinks only of making guests feel at home. The tactful hostess will be equally agreeable to each guest. She will seek opportunity to be friendly to each one and will give especial attention to shy guests and to those who are strangers to many of her other guests. The hostess who is at ease is one who is really ready for her guests when they arrive.

The hostess usually meets her guests at the entrance of the room where she is receiving. She sees that they are properly introduced to strangers, starts the conversation after the introductions, but is careful not to allow herself to talk too much, and especially not to talk about things that are only of interest to herself. The hostess should stand at the door or at a convenient place for the guests to speak to her when leaving.

Who Shall Be Invited? One of the first things to think about in planning to entertain friends is the guest list. The thoughtful hostess will see that the guests on each occasion will be congenial to each other. One should not attempt to entertain too many friends at one time. When there is a guest of honor, the friends that are invited are usually those who would be especially interesting to her. Your mother should always be invited to your party, because she is the real hostess. Remember that your family should meet your guests, even if they stay only a few minutes.

The invitations should be mailed ten days or two weeks, if convenient, before the tea, dinner, luncheon, or party. This is to give time for the people invited to plan for the occasion. You have already learned the proper forms of invitation for formal and informal affairs.

What Shall We Do? When friends meet friends or when the invited guests are congenial, it makes little difference what they do, except that the hostess should be sure that the entertainment is such that all can take part. For example, she should not have dancing if some of her guests do not dance, unless she provides other entertainment for them. The hostess should never take part in entertainment such as games and cards until all of her guests have been taken care of.

Refreshments for Your Party. Good food is one of the chief reasons for gatherings at dinner, luncheons, or suppers. However, at the party, the refreshments play a minor part. At an afternoon party or tea, a hot or cold drink and either sandwiches, a wafer, a dainty cooky, or a small square of cake are all that are needed. A frozen dessert, nuts or candy may be added if one wants a more elaborate menu. Recipes for sandwiches, cookies, and other refreshments may be found in any good cookbook.

How to Serve the Refreshments. There are several ways in which refreshments are served at parties. Sometimes the guests come to the dining room and sometimes they are served in the living room. If the guests have been playing at small tables, the luncheon cloth, or doilies, and small centerpiece, with the necessary silver, water glass, and napkin, may be placed as soon as the games are finished. The plates may then be passed by the hostess and her mother, or by friends whom the hostess has asked to assist her.

Sometimes guests are served while standing. When this type of service is used, a large table is attractively arranged with immaculate tablecloth, luncheon cloth, or doilies, and an attractive centerpiece, which may be an arrangement of flowers, fruit, autumn leaves, or other suitable decoration, depending upon the kind of party and the season of the year. Simple decorations are always in good taste. In this type of service, friends may be asked to preside at the table to pour the beverage or to serve other types of food. A plate may be served, with a cup or glass for the beverage, while small cakes, sandwiches, or wafers, candies, and nuts may be passed, allowing the guests to help themselves. When the party is not too large, the guests may be seated while eating.

A more informal way of serving is called the buffet service, in which all the food is placed attractively on a large table. The guests are given plates, and, in passing around the table, they help themselves. They may then be seated at the fireside, at small tables, or they may remain standing, depending upon the arrangements made by the hostess. This is the most informal method of serving, and is used for family parties, and when we are entertaining our most intimate friends.

Being a Guest at a Party. When you are invited to a party or any kind of entertainment, reply to the invitation

immediately and come at the time set by your host or hostess. If the invitation says eight o'clock, it does not mean a quarter of nine. When invited to dinner, luncheon, or supper, try not to be more than ten minutes before the hour set.

The guests should take part in the entertainment provided, even though it is not the kind they would have selected. Guests should show by their actions that they are having a good time, and should help in seeing that others are happy, too. When people play or sing for your entertainment, listen without talking.

Do not stay later than the length of time designated in your invitation. The time when the refreshments are served usually gives an indication of when your hostess expects you to depart. You are usually expected to leave soon after refreshments are served.

When leaving shake hands with the hostess, her mother and father if present, telling them how much you have enjoyed the evening.

Things to Remember

Hospitality is as much a part of home making as food preparation or clothing construction. The essence of true hospitality is a warm welcome. The outward signs of hospitality are charming manners and a friendly attitude. The atmosphere of the home bespeaks the spirit of hospitality within.

The test of the gracious hostess is her success in making her guests and friends feel at ease and "at home." When one knows the interest of her friends it is easier to direct the conversation. One should learn that the hostess is responsible for the conversation both at dinner parties and other types of parties. She should never neglect or forget her guests. If other friends call when she is entertaining a guest, she should see that her guest takes part in the conversation or entertainment. A hostess should never take any part in such entertainment as games and cards until all of her guests have been taken care of.

The hostess who is at ease is the one who is ready for her guests when they arrive. Friends do not enjoy spending the evening when the hostess is worried and overworked.

The keynote to entertaining is simplicity. This is especially true in selecting the refreshments for parties which are given between meals, or in the evening after the dinner hour. A great variety of foods is unnecessary. Keep the refreshments dainty and simple. Do not plan to have too much or too elaborate food.

Things to Do

1. Discuss the meaning of true hospitality. Describe a charming and gracious hostess. Name the chief characteristics of friends and acquaintances of yours who entertain often. Do you enjoy calling at their homes? Have they cultivated the habit of doing only the things that bring pleasure to others? Why is it an art to be able to make friends and to keep them?

2. Informal parties are enjoyed more by a great many people than formal parties, because a formal party is usually a larger party and the friendly atmosphere which makes the informal party a success is necessarily lacking when a large number of people are being entertained. However, each form of entertainment has its place, and one should learn to be "at home" at both kinds of functions. Discuss the chief difference between formal and informal parties. When is a formal party more appropriate? When is an informal party more appropriate?

3. Discuss special courtesies which should be extended to your mother and father when you are entertaining guests. Should you ever allow yourself to be too busy to stop to introduce your friends to your mother or to show her or your father the other courtesies due them? Tell how you will introduce your mother at a party. Explain how you would introduce yourself to another at a party or other special function.

4. Make a list of some of the things that you could do for the convenience of your house guest, such as seeing that needles, pins, thread, and a clock or other timepiece are provided for her use. Imagine that you have a guest from the country visiting you in a large city. What are some of the things that you would want to do? Then imagine that you visit her in her country home. What would you want her to plan for your enjoy-

ment? What special courtesies should the house guest extend to the mother in the home, such as sending her a bouquet of flowers, or a box of candy? What is meant by a "bread and butter letter"?

5. Write several formal and informal invitations. Reply with notes of acceptance and regret. Write a note of appreciation for a gift and for a party which someone may have given in your honor. What kind of stationery will you use? Will you use pen and ink, pencil, or the typewriter? Find out all you can about the etiquette of letter writing. Do boys and girls of school age usually use calling cards? How can mother's engraved calling cards be used in issuing your invitations?

6. Plan all the details and give a tea to girls of your own age. Plan an evening party for boys and girls of your own age. Write the invitations and receive the replies. Plan in detail for games, entertainment, refreshments, and decorations. List the dishes, the linen, and silverware that you will need for the refreshments. What will you wear? Where will you be when the guests arrive at the party? Where should you stand when they are departing? Will you ask your mother to help you receive? Perhaps your class will decide to give a tea for the mothers or for the faculty in your school.

7. Plan a theater party for boys and girls of your own age. Will you invite some older person to accompany you? Why should you buy the tickets in advance? Will you entertain your guests at dinner before the theater, or will you plan to meet them in the lobby? When you give the tickets to your guests, remember to give out the tickets in the order in which you wish the guests to sit.

8. Plan a party for your mother. Whom will you invite? What refreshments will you have? How will you serve the refreshments? What table decorations will you have? Make a list of silver, table linen, and dishes that you will need. If it is an afternoon tea, whom will you invite to your tea? Perhaps you can make the favors and place cards for the party. Why is it not a good thing to have elaborate refreshments, especially between meals?

9. Some additional readings:

Parties That Are Different; Owen. Abingdon Press, New York.

A Book of Original Parties; Owen. Abingdon Press, New York.

Bulletins and leaflets from such as the following:

McCall Magazine Co., New York.

Delineator Service, New York.

Ladies' Home Journal, Philadelphia, Pa.

Woman's Home Companion, New York.

CHAPTER III

PLAY AND OUTDOOR LIFE

Do You Enjoy Outdoor Life? Those who get most from life are at home in the woods. In the spring, when tiny green leaves are unfolding and flowers are just peeping out of the ground, the woods are really fascinating. And in the summer, when trees are shady and flowers are in full bloom, life in the woods is next to divine. But it is in the crisp-aired autumn, when there are nuts and pumpkins and golden brown leaves everywhere, or in the winter, when the ground is covered with snow, that children find most exhilaration in outdoor life.

The outdoors might aptly be called the storehouse of health. Boys and girls who play outdoors for at least an hour a day grow faster and keep healthier, have straighter and more graceful bodies, and make better progress in their studies than those who stay indoors most of the time. Thus the time that is used in outdoor games and sports is well employed. It is well to remember that good marks in school work, strong muscles and nerves, clever hands, a good memory, and clear, straight thinking are always closely connected with wholesome play in the fresh air and sunshine.

Play and Recreation. Play and recreation have everything to do in keeping us happy and much to do in keeping us well. We have learned that if we do not eat the right kind of food, wear the right kind of clothes, and live in the right kind of houses, our bodies will not remain in good condition. It is equally true that if we do not have the right kind of pleasures and recreations our bodies will not keep in a healthy state. Play and pleasure actually have as much to do with keeping us well as the food we

eat, for we must be happy before our bodies will grow normally. What is meant by "a sound mind in a sound body"?

Play and Budgets. When we want to be sure of spending money wisely we make a budget, which is a plan for spending money. What about one's time? The amount of money that people have varies; some are rich, others are poor. Most of us live only in comfortable circumstances, but we all have the same amount of time—twenty-four hours in every day. Are you being thrifty in the use of your time? Being thrifty in the use of time is just as important as in the use of money.

Using your time wisely implies that you are devoting the right proportions of each day to self-improvement, the formation of worth-while habits, and recreation.

The Hiking Habit. Do you feel at home on the road? Get the habit of hiking if you want to realize your full share of health and happiness. A hike to the woods on the open road through the city or country is always within reach. Hikes can be taken safely any time during the day in spring and autumn, early in the morning during the hot summer months, and at any time of the day in winter when good roads are accessible. Costumes should be loose and comfortable, like the Boy Scout and Girl Scout types.

For a short hike, take a light lunch in your pocket, such as a plain sandwich, an apple or an orange, some cookies, and dried fruit or nuts.

Since water is heavy to carry, one can manage very well by taking juicy fruits, such as an orange or a grapefruit, to eat at the end of a meal. Water from a stream, or spring, or even a well, may be unsafe to drink. Of course, water can be carried in a small thermos jug or a canteen.

For a longer hike take sandwiches, some made of meat, others of jam or jelly; hard-cooked eggs or cheese; dried

fruits or nuts; olives, celery or lettuce; and some juicy fruit or water to drink.

Bread and butter sandwiches and some steak or bacon for broiling over the open fire make another delicious meal for hikers. Plan other open-air meals that can be easily carried on hikes.

For the Campers' Convenience. The manufacturers of canned goods; packers of meat, fish, dried fruits and vegetables; the packers of cookies and crackers; the dealers who handle refrigerator baskets, vacuum freezers, paper luncheon sets, consisting of plates, cups, spoons, forks, napkins, and tablecloths, toasting forks, outdoor grills, thermos jugs and bottles, nests of dishes, kits of outdoor cooking utensils, and everything else that the camper needs make camping pleasant and practical. But much of this is unnecessary now that tourists' camps are so numerous in all parts of the country, where everything that the camper or picnicker needs is ready and waiting when the automobiles roll into camp.

A Day in the Woods. What visions of good times and good things to eat the word picnic brings to mind! Many of you have attended a Fourth of July, family, community, or class picnic. Did you ever hear of a moonlight picnic, when all the boys and girls rode to the picnic on a hay wagon? How excited everyone was, and what a good time everyone had! How friendly and inviting the good roads and the automobiles are to such picnickers now! At picnics, indoors and outdoors, porch breakfasts, picnic luncheons, and cozy fireside and garden suppers the family may enjoy informal meals with each other and share their joys with neighbors.

There is something quite free and easy about a picnic, yet the usual rules of politeness and courtesy should not be forgotten. Be happy, but not rough or boisterous.

Have regard for others who may be picnicking in the same place.

What Shall We Wear? If you are to cook on an open fire, why should you wear a wool skirt instead of cotton? It is because wool does not catch fire as readily as cotton. Woolen bloomers and knickerbockers are even better to wear to a picnic than woolen skirts because they are less likely to blow into the flame.

Building the Campfire. Why should your picnic fire never be near dried grass or leaves, or too near the trunk of a tree? It is because serious injury to trees and untold losses have been occasioned by forest and prairie fires which had their origin in the carelessness of campers and picnickers. Never build a fire against a tree. It may kill the tree. Others may want to enjoy its shade in years to come.

How good food tastes when it is cooked outdoors! You know if you are a Girl or Boy Scout, or a Campfire Girl. Manuals published by the Boy and Girl Scout organizations, the Campfire Girls, and the Young Women's and Young Men's Christian Associations give full instructions about building campfires, covering the fire, recipes and directions for camp cookery, and everything else that the camper or picnicker wants to know.

Getting the Lunch Ready. It is great fun to prepare a picnic lunch. Learn the best uncooked foods to take along for cooking over a campfire. Learn the cooking utensils required for a clam bake, a steak or fish fry, a bean hole, an apple roast, a marshmallow toast, and a wiener roast.

A picnic supper should not spoil the "whole effect of the party" by making everyone sick. Why not observe healthful eating rules when the whole outdoors is united in bringing you an opportunity to better your health and

add to your energy? A healthful picnic lunch is nothing more and nothing less than clean, well-cooked food, eaten in moderation. Too much food, too many pickles, too many wieners or sausages, too much cake, pie, and candy are violations of dietary rules everywhere.

Something substantial, something bulky or watery, something sweet, and something to drink, with at least one hot dish included, are demands which apply equally to school lunches and picnic suppers.

Why Not Keep It Balanced? Individual bottles of milk to drink and fruit juice prepared and ready for use take away much of the temptation to drink too much coffee or water that may not be safe to drink.

Smothered or broiled chicken, fish chowder, veal, lamb, or pork chops, broiled steak, meat loaf, baked beans, potatoes au gratin or scalloped are substantial foods that can be carried ready to serve in covered dishes or heavy aluminum cooking vessels that have been wrapped in several thicknesses of newspapers to keep the food hot.

Fruit and vegetables, fresh or canned, add the "something juicy or bulky" so necessary to every meal. Deviled eggs, cheese straws, potato chips, bacon and eggs, sausage, wieners, nuts, dried fruit, canned fish, olives, celery, jam, and marmalades are other foods easily taken on the picnic. Do not make the meal too bountiful, but keep it balanced.

The Something Hot. Meats for broiling, potatoes for baking, green corn for roasting, marshmallows and bread for toasting are foods that can be cooked either over hot coals on an iron rack or on an alcohol lamp or a sterno set. Canned food can be heated in the tins, and buns or buttered rolls can be wrapped in papers and heated over the coals. Remember that too much flame will smoke the food. Food may also be cooked on hot stones or by placing large stones near the fire and setting the utensils on them.

Menus, Et Cetera. Picnic menus require carefully selected dishes and but few cooking utensils. Prepared dishes should be such as will not spoil by standing or jarring. Making a list of all utensils and dishes required and the kind and quantity of food needed is always a good plan. Care in packing food so that it will not be crushed or exposed to dust and flies is also essential. Tea towels and hand towels should never be forgotten.

Often groups of families, country church-goers, and Sunday school classes arrange for jolly "get togethers," which require even more care in planning than the smaller groups. Perhaps the best procedure is to have one or two persons responsible for making all the plans, such as estimating the quantity of food needed, assigning to each person the amount of food to carry, and assigning special duties on the picnic grounds.

Seeing that everyone has a good time by providing proper entertainment until the meal is ready will help to make the picnic a real occasion. Occasionally individuals or even families bring their own baskets and exchange things among themselves on the picnic grounds.

Plan lunches for Boy and Girl Scout hikes, for a week-end camping trip for your family, and for your own class. Estimate the cost of these menus. If you enjoy the simple joys of outdoor life, you will perhaps decide to make "Outdoor Hobbies" your recreation project.

Camp Etiquette. The grounds should be as clean when you leave as when you come. Waste papers, empty boxes, bones, and scraps should be burned or buried. Fires should be put out by throwing water or dirt over them. It is unsafe to leave a fire burning, as it may spread if the wind comes up later. Let us keep our parks and playgrounds clean and beautiful. What do you think of the habit of picking flowers, breaking the limbs of trees, and doing other things that mar the beauty of our country?



"Please Leave the Picnic Grounds as Clean as You Found Them."

What is your part in helping to preserve the beauty of the outdoors? Does one have a right to do anything that will spoil the beauty of parks and playgrounds for others? "Please leave the picnic grounds as clean as you found them" is a courteous request that should be obeyed by thoughtful boys and girls.

Things to Remember

The outdoors might be called the "home of health." Boys and girls who play outdoors for at least an hour each day grow faster and keep healthier, have straighter and more graceful bodies, and make better progress in their studies than boys and girls who stay indoors most of the time.

Play and recreation have much to do in keeping us well and happy. Spending leisure time wisely means self-improvement and the building of worth-while habits, but it also means play and recreation and happiness.

There are many forms of entertainment which the family can enjoy together with the expenditure of little or no money. Some of these activities can be enjoyed at the home; others away from home, such as those on the picnic grounds, in parks, and playgrounds, and in many kinds of public entertainments.

Things to Do

1. In co-operation with your father and other members of your family, plan for a real vacation for mother. Perhaps it can be arranged so that she can have off at least one afternoon of each week. Let her come home occasionally to dinner with someone else acting as hostess and with mother as an honored guest. Discuss plans for a summer vacation with your parents. Find out how much the family will have to spend and something of the preferences of the family, as to where the vacation shall be spent. Perhaps they would appreciate your planning all the details and making all the arrangements.

2. List ways in which the family can find enjoyment in being with each other outside the home, such as taking a ride in the "family bus," getting up early for a family picnic, going flower-ing, visiting points of interest in surrounding territory, attending band concerts, county and state fairs, art galleries, and museums. Make reports on the following: a tramp, a climb, a successful party, an enjoyable book read aloud at home.

3. What is a hobby? Does a hobby seem like work? Why does interest in one's activities help to eliminate drudgery? Discuss the value of such hobbies as vegetable and flower gardens, studying pictures, learning all about birds, making scrapbooks, playing outdoor games, and making collections of pictures and poems on home life, stamps, and butterflies. May a hobby be something that will develop initiative and self-reliance?

4. Discuss the value of vacations. Do you believe that "vacations are storage of better times for happiness and health"? Why should everyone become proficient in at least one sport, such as tennis, swimming, fishing, hiking, hunting, or other outdoor games?

5. Some additional readings:

Boy Scout and Girl Scout Manuals.

Campfire Girls' Manuals.

Camping; Kephart. Macmillan.

Play and Recreation; Children's Bureau, Washington, D. C.

Playgrounds of the Nation; Bulletin No. 20. Bureau of Education, Washington, D. C.

Other bulletins from National Park Service, Washington, D. C.

CHAPTER IV

CELEBRATE SPECIAL HOLIDAYS

Keep the Spirit of Christmas. Christmas is a holiday celebrated in all Christian countries by common consent on the twenty-fifth day of December. It is marked by special religious services at church, and by charitable deeds in the community, and by the exchange of gifts, merrymaking, and rejoicing in the home.

The spirit of Christmas means the spirit of giving and helping in a broad, all-embracing love for our fellowman. The giving of presents and the use of holly, mistletoe, Yule logs, and the vassal bowl are all symbols of paganism, but these customs set the day distinctly and worthily apart from all other holidays. The custom of sending greetings on Christmas cards started many years ago. Many fine stories have been woven about the Christmas spirit and Christmas merrymaking. Dickens' *Christmas Carol* is perhaps the best known of these.

The First Christmas. Do you know the story of the first Christmas? Learn to tell the story of the "Babe in the Manger" to the younger boys and girls. Who were the Three Wise Men? Can you sing "Joy to the World" and "Silent Night, Holy Night"?

The Christmas Tree and Santa Claus. Remember to decorate for Christmas. The home without appropriate decorations lacks some of the joyousness of the season. Don't forget Santa Claus. He has done much to develop the imagination and keep the spirit of Christmas alive.

Whenever possible, there should be a Christmas tree in your home. If the usual Christmas tree of evergreen is not available, an ordinary oak or cottonwood tree may be used by covering the limbs with cotton in order to give it the



Simple Decorations for Christmas—The Happy Holy Holiday.

appearance of a snow-covered tree. Small evergreen and artificial evergreen trees are usually inexpensive.

Let simplicity characterize the Christmas decorations as well as the plans for the Christmas dinner and for sending the season's greetings to our friends.

Christmas should be the happiest time of the year. Take time to enjoy this wonderful holiday season. Don't spend too much time getting ready for Christmas. Simple, inexpensive gifts express the true Christmas spirit as well as or better than expensive and elaborate gifts. Why are we often told that it is the giver and not the gift that counts? Select gifts carefully and give something useful or something that you believe to be beautiful.

"Don't Open until Christmas." Plan gifts for your father, mother, brothers, and sisters. What will you select

for the baby? For grandmother? Make a study of the gifts which are suitable for people of various ages and occupations. Learn to make delicious Christmas sweets, such as panocha, date bars, fudge, divinity candy, salted nuts, and candied fruits and orange peel. Learn how to pack and wrap candy boxes attractively. To be able to wrap Christmas packages attractively is an art of which to be proud.

Christmas is generally observed as a time of merriment and feasting. The merrymaking in the home usually consists in giving and attending parties and dances, entertaining one's friends at dinner, making Christmas candies and sweets, giving and receiving gifts of various kinds, and last, but not least, the Christmas tree with its lights, and gifts, and mystery, and everything else that can make it appeal to our imagination.

"Lest We Forget." The note of thanks for special courtesies and for gifts at Christmastide as well as at all other times should never be forgotten. Personal letters of thanks should be written in simple, clear language, on blank paper without lines, preferably white. Sincere appreciation should be written immediately upon receiving a gift. Cards, engraved or printed, should never be used instead of a personal note of thanks. Cards sent in flowers may or may not contain a personal message. When a personal message is written on the card and sent with the gift of flowers, the word *Miss* or *Mr.* is crossed through. Flowers, books, candy, and the like should never be sent without the name of the sender.

Happy New Year. The first day of the calendar year is celebrated in all civilized countries by religious observances and other festivities. Formerly in the United States New Year's Day was set apart for formal calls, but the custom has greatly declined. Informal calls among close friends are still being made in many parts of the country.

Cards of greeting are exchanged by friends who are in distant towns and countries. New Year's Eve is usually a time for parties to watch the old year out and the new year in. Do you make New Year's resolutions? The first day of the new year is a good time to stop and think of what has happened in the past and to make plans for the future. Spending part of the day alone with one's thoughts is a habit believed to be worth while by some people.

Will You Be My Valentine? St. Valentine's Day originated in Rome. St. Valentine was a bishop of Rome during the Third Century. He was very amiable and popular. Because he converted many who were pagans to Christianity the emperor ordered him to be martyred. Several explanations have been given for the familiar custom of sending love tokens, cards of greetings, and the like on Valentine's birthday, which is February 14. Some say that St. Valentine went from house to house leaving food on the doorsteps of the poor and that the custom of sending valentine greetings developed from that. Another explanation is that the names of the virgin daughters of Rome were put into a box and drawn by the young men. Each youth was bound to offer a gift to the maiden who fell to his lot, and to make her his partner during the feast. The central thought of Valentine's Day is doing for others, friendship, unselfishness, and loving good will. We now decorate for St. Valentine's Day with hearts, cupids, and arrows. Red and white are the usual colors for valentine parties. Plan a valentine party.

"St. Patrick's Day in the Morning." Learn why we use green in decorating for St. Patrick's festivities and why the shamrock and harp are symbols of St. Patrick's Day. Look up the history of St. Patrick's Day and learn who is supposed to have banished the snakes from Ireland.

March 17 is celebrated as St. Patrick's Day in practically every part of the world. *St. Patrick's life was romantic and adventurous. Many legends have grown up about his name, the best one being the one which represents him as charming the snakes of Ireland by music so that they followed him to the seashore, where they were driven into the water and drowned.

April Fool! What happens in your home on April first? The custom of playing tricks on the first day of April is so old that its origin has been lost. What are some of the tricks you can play on your friends on April Fool's Day?

April is one of the loveliest months of the year. The word April is a Latin word which means *to open*. It is the time of opening buds. The special flower of April is the daisy and its gem is the diamond. It is the season of new life everywhere. April Fool's Day, or All Fool's Day, is not a holiday, but a time dear to children, because it gives sanction to harmless mischievous pranks.

Don't Forget Easter. No season of the year is more beautiful than Easter. Do you know why? What is the significance of Easter to Christian nations? Do you know the story of Easter?

Plan suitable table decorations and menus for an Easter dinner or a children's party. Find out why we so often use Easter lilies, Easter eggs, rabbits, and baby chicks for Easter decorations. Why do we wear new hats on Easter Day?

*St. Patrick was born at Boulogne, on the coast of Picardy, in 387 A. D. At the age of 16 he was seized by a marauding Irish chieftain, taken to Ireland and sold as a slave, where he remained a prisoner for six years. After his escape he returned to Gaul, going to a cloister at Tours, later to St. Germain, and thence repaired to the monastery at Lerins. After this he returned to Ireland to work for the conversion of the Irish.

Easter usually comes in April, and it is fitting, too, for April represents one phase of that broad new life which Easter symbolizes. Easter comes when "life is slowly bursting forth anew in springtime, in woods, in parks, in gardens." The Christian churches observe Easter with special services to commemorate the resurrection of Christ, and in many homes quaint and beautiful customs are observed similarly as joyous expressions of faith and belief. Flowers of white, especially the Easter lilies which decorate the church altars, are considered as emblems of beauty and light. The sending of Easter eggs originated in Persia. In this custom the eggs are thought of as symbols of new life.

Arbor Day. Arbor Day is set apart in Canada and the United States for the planting of trees. Arbor Day is fixed by law or named by proclamation. In Canada and in most of the Northern States it falls in late April or early May, and in the Southern States between December and March. School children observe the day by planting trees on the school grounds or by taking part in exercises consisting of songs and recitations that help them to remember the beauty and importance of Arbor Day. The United States Department of Agriculture publishes Arbor Day manuals with helpful suggestions for celebrating the day, which will be sent to anyone who writes for them. The central thought connected with Arbor Day is the conservation of forests and other natural resources of the country. Make suggestions as to how Arbor Day should be celebrated in your home, school, and community. Why should your state and the nation give special attention to the planting of trees?

A May Basket for You! Did you ever find a May basket on your doorstep on the evening of May 1? Did you ever make a May basket for someone?

May is considered by many as the most beautiful month of the year. The cold of the winter having gone and the heat of the summer yet not having come, the month of May is the ideal time to enjoy the outdoors. From the earliest time the first day of May has been celebrated with outdoor sports and festivities. The festivities observed in connection with May Day usually include having the Maypole and selecting the May queen. They began, so far as we are concerned, during the medieval times in England, but originated in ancient Greece. On the eve of May 1, children and young people are all excitement, for the Maypole is ready on the village green, the queen's finery has been made ready, and every girl is hoping that she may be chosen the May queen. In the early morning a procession starts to the woods to bring home the May blossoms which are to be used in wreathing the Maypole. The queen is chosen by a popular vote. Tennyson's *May Queen* gives a picture of these rural pleasures.

In recent times these festivities have been revived. Many schools have May Day activities, and reproduce, so far as possible, the music and steps of early dancers.

The custom of hanging May baskets on the eve of the first of May is observed in many localities. Baskets, elaborate and costly or simple and of home manufacture, are filled either with wild or home-grown flowers and hung upon the doorknobs. It is considered a point of honor to slip away, as in the giving of valentines, without being discovered.

Labor Day, a Legal Holiday. Most states and all the provinces of Canada celebrate the first Monday in September as Labor Day. New Orleans celebrates Labor Day on the fourth Saturday of November, while in North Carolina it is celebrated on the first Thursday of September. Labor Day was inaugurated by the Knights of Labor in 1882. This occasion is celebrated by rest from usual labor

and by parades, meetings, and addresses from prominent labor leaders. Labor Day is the only holiday that falls in September.

"The Goblins Will Get You." Have you ever attended a Halloween party? Did you duck for apples in a tub of water? Did you see an old witch or jack o' lantern? Did you notice the ghosts and black cats on the way to the party?

The evening of October 31 is celebrated by young people with much gaiety and pranks as a time to play the part of witches, ghosts, and fairies. It is the eve of the Christian festival of All Saints, which falls on November 1. It means "Holy Eve." Building bonfires, cracking nuts, bobbing for apples floating in tubs of water, telling fortunes, and relating ghost stories are all Halloween customs that have remained with us as relics of paganism.

Pictures of pumpkins, black cats, witches' hats, or black brooms may appropriately be used on the stationery for writing the invitations to a Halloween party. Plan a Halloween party.

Thanksgiving Day. Can you tell the story of the first Thanksgiving Day? Who was Miles Standish? Have you ever seen a picture of the *Mayflower*? Read *The Landing of the Pilgrims*.

What foods are usually served for Thanksgiving dinner? Plan a Thanksgiving party. Will your menu include roast turkey and pumpkin pie, and cranberry sauce? What else? What can be used for a centerpiece? Do you think a basket of fruit or some autumn leaves appropriate? Why was the first Thanksgiving in the fall of the year? What is the true meaning of Thanksgiving Day?

Thanksgiving is celebrated in the United States and Canada as a day set apart annually for the giving of thanks to God for the blessings of the year. Originally it was a

harvest thanksgiving. The festival still takes place in autumn after the crops have been gathered.

Thanksgiving is so essentially a family day that the very name brings back memories of happy family reunions with uncles, aunts, and cousins all expectantly peeping into grandmother's pantry, and grandfather pretending not to see youthful pranks, but happy that the family circle is now complete.

Are You Patriotic?

Don't forget to celebrate the patriotic days, such as Independence Day, Flag Day, Armistice Day, Washington's and Lincoln's birthdays, Columbus Day, and the special state holidays. Do you know why we celebrate each of the above-mentioned days? Look these up in your histories and in an encyclopedia of recent date.

In the United States the thirtieth day of May is sacred to the memory of soldiers who have fallen in our country's wars, and is known as Decoration or Memorial Day. Decoration Day is now considered sacred to the memory of all dear ones, for in almost every home there is a "vacant chair" which claims our special thought on this day. Plan appropriate programs for these special days. Do



The Spirit of Thanksgiving.

you believe that "every home should own and properly display its country's flag" on these special patriotic days?

Do You Know the Meaning of the American Flag?

The American flag is known as the Star-Spangled Banner, or the Red, White, and Blue. The American flag is the emblem of the growth of the American nation. It stands for loyalty, heroism, and the robust vision of American manhood and womanhood. Each stripe, star, and color means something vital to the life of the American people.

The thirteen stripes stand for the thirteen original colonies that banded together to have freedom and democracy. The red stripes signify the courage and bravery of the sons of America; the white stripes, freedom and peace. The blue field means loyalty of the American citizens to the principles of our government. The stars represent the states in the Union, showing how the United States has grown from thirteen colonies in 1776 to its present number.

The American flag was officially authorized by the Continental Congress June 14, 1777. Betsy Ross, of Philadelphia, made the first flag at the request of General Washington.

Flag Etiquette. The flag is never raised before sunrise nor lowered before sunset. It should never be used in stormy weather except on government buildings or military posts. It is discourteous to display a torn or ragged flag. The flag should never touch the ground. It should never be placed below a person who is seated. Nothing but the Bible should be laid on the flag. The American flag should never be twisted into designs or worn as a dress or a part of the dress. If the colors are wanted, strips of red, white, and blue bunting may be used instead. If the flag is used as a badge it may be worn at the left of one's coat over the lapel. People should stand at attention when the flag is being raised or lowered, and when passing the flag on

parade boys and men should uncover their heads. Everyone should stand when our national anthem, *The Star-Spangled Banner*, is being played.

Things to Remember

Holidays, family birthdays, and all festive days furnish inspiration for family and community recreation and enjoyment. Every holiday and every season has its own festivity. Practically every month in the year furnishes something unique for decorations, games, and refreshments. Celebrating the special patriotic days, such as the Fourth of July and Decoration Day, and the special family days, such as family birthdays, Christmas, and Thanksgiving, helps to keep the spirit of true patriotism—love of home and country—alive.

Things to Do

1. Name the holidays that are most often celebrated in your school and community. Name the special patriotic days. Give the significance of each. What is the meaning of the American flag? Discuss approved etiquette of the flag. Discuss the significance of Christmas, Thanksgiving, and Easter. When is Mother's Day? Father's Day? What is the purpose of Mother-Daughter, Father-Son, Mother-Son, and Father-Daughter banquets?

2. List members of your family to whom you will want to present Christmas gifts and birthday remembrances. Think of each one separately. Try to find out what gifts are appropriate for each. Perhaps you have a friend of the same age of the various members of your family who will help you in selecting suitable gifts. Try not to buy your gifts hurriedly. Why are we so often urged to do our "Christmas shopping early"?

3. Additional readings:

Review topics discussed in this chapter in histories, encyclopedias, and dictionaries found in your school and home libraries.



UNIT VIII

HAPPY, HEALTHY CHILDHOOD

*"A dreary place would be this earth
Were there no little people in it,
The song of life would lose its mirth
Were there no children to begin it."*

Introduction

The Rights of Childhood

Children Are the Greatest National Asset. It is hard to conceive that upon the toddling, insecure feet of our children a nation of men and women are marching to such glories of accomplishment as will mark the improvement of the next generation over this one. But the future Edison, Roosevelt, Wilson, Marconi, Pasteur, and Ellen H. Richards all are now getting the falls, bumps, and trials of faith and courage that are so necessary a part of their training. And it is stimulating to think and feel that life, laid upon so fragile a base, may accomplish so much; that

these halting, hesitant feet will soon catch the stride of purpose and march in the procession that is ever going forward with the work of the world, laying roads, building bridges, making homes, charting the pathways of the air, and discharging to the fullest the responsibilities of citizenship. In the words of Phillips Brooks, "The progress of the world marches forward on the feet of little children."

It is the purpose of this unit to discuss the forces and influences that aid or retard the development of children, and to disclose to you the part you may play in helping your younger brothers and sisters to be self-helpful and self-reliant. Parents have a natural responsibility they can't help exercising, but you will assume yours. The seriousness and sympathy with which you undertake to render help will properly be measures of the value of your help.

Heredity and Environment. By the word *heredity* we mean the tendency of a parent to impart and stamp its personality and characteristics on the offspring. This is a powerful influence, the strength of which is well illustrated by the tendency of children to look and act like their parents, or by the resemblance of the leaves on the young plant just sprung from an acorn to the leaves on the parent oak. *Environment* literally means every force, everyone, and everything in the surroundings of children that exercise an influence on their growth and development. Children have the opportunity to grow and develop as they should in proportion as they have the benefits of a favorable environment and sound heredity.

Heredity. Heredity concerns parents most directly, and therefore does not directly concern you at your age. Its importance as a subject for thought and study at a later date, however, cannot be minimized. You would do well to learn Mendel's law of inheritance and to observe the improvement wrought by Burbank in experimenting

with the growth and development of flowers, edible vegetables, and fruits.

Environment. Childhood, as has been said, is the period in which the child lays the foundation for the future. The training that he receives and the habits he forms fit or unfit him, according to the particular case, for meeting successfully the experiences of after life. Environment during this period is under the control of the parents. It is within their power, except in unusual instances, to exclude undesirable influences and provide those that are useful.

The ideal which inspires wise parents is not only to provide an ideal environment for their children from the earliest infancy through adolescence, but to give them every opportunity to do and learn things for themselves and to make their own decisions, guided, of course, by sympathetic understanding and intelligent counsel from their parents and elders.

The Child's Bill of Rights. "Our children have the right to be born in health, to be well throughout babyhood and the pre-school years, to be surrounded with moral and spiritual inspiration, to work and to play through the primary school with well minds, based on well bodies, to enjoy and to profit to the utmost by higher schooling because of wholesome habits of thought and deed, then to graduate into adult life, sound in body and inculcated with the sense of fair play and responsibility for the rights of others.

"The ideal to which we should strive is that there shall be no child in America:

"1. That has not been born under proper conditions.

"2. That does not live in hygienic surroundings.

"3. That ever suffers from undernourishment.

"4. That does not have prompt and efficient medical attention and inspection.

The Child's Bill of Rights



1.



2.



3.



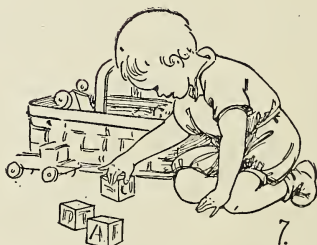
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5



6



7.

Mary Clementt

- "5. That does not receive primary instructions in the elements of hygiene and good health.
- "6. That has not the complete birthright of a sound mind in a sound body.
- "7. That has not the encouragement to express in fullest measure the spirit within, which is the final endowment of every human being."

(May Day Proclamation, 1930, Herbert Hoover, President.)

The First Right Is a Birthright. A right is usually understood as the privilege to have, use, and enjoy a possession without disturbance or interference from others. There are some rights, such as the right to vote and the right to own property, which the state may take away from those who have them when cause is sufficient to justify it. There are numerous other rights that may never be taken away from any person whomsoever because they are universally regarded as belonging to the individual through the operation and force of natural law or the force of moral law.

“The right to be born under proper conditions” is an example of this class of rights. At birth the baby must accept *life* and meet the responsibilities that *living* brings upon him. No child, however, can either use or enjoy his life to the best advantage if he has to accept it under the handicap of ill health and dire poverty. Therefore, since the child must accept the responsibilities of living, he acquires the absolute right of inheriting the health, vitality, and home conditions that will make life useful and enjoyable.

The Second Right. This right affirms the privilege of the child to have a wholesome environment. Like the first right, it implies that the child comes into life without the exercise of choice in the matter, and that the responsibilities he will face as a consequence of living are inescapable. Therefore, it is his right to have that environment which will do the most to aid him in meeting these obligations. The health and vitality with which normal children are endowed at birth will not suffice to keep them in health and energy. They must build upon this foundation of inherited strength a system of health-giving habits that will keep their bodies growing properly and ever renew their vitality. Hygienic surroundings are necessary to this great end, and therefore an indispensable right of children.

The Third Right. The third right concerns the privilege of children to have satisfying foods that will nourish the body and enable the mind to grow and develop. The denial of this right is punishable not only by the pangs of hunger, but by the physical suffering that always follows undernourishment. Unfortunately, where children are undernourished through poverty or the neglect of parents, it is the victims of the denial who suffer from the lack of nourishment, and not those who are responsible for it. On the other hand, many children who have access to all the desirable foods they need abuse this privilege by eating too much of those foods which are highly flavored to the exclusion of those which are more desirable. In this case there is undernourishment, too, but the real offender, the gluttonous child, is punished for his own offenses. His body sets up remonstrances in the form of aches and pains. And if he continues to abuse his right, sickness follows, with consequences equally as disastrous as those which attend the failure to provide enough nourishing foods.

The Fourth Right. The personal values to be derived from efficient health safeguards such as *inspections*, *examinations*, and *treatment by competent physicians* are proofs of the child's right to have them. This right, the fourth, is further strengthened and affirmed by the natural obligation of parents to see that the home provides for the proper care of children and by the moral obligation of the community to see that suffering is relieved or averted in any home unable to provide for itself. Likewise that goal of education which is defined as "training for citizenship" makes recognition and enforcement of the fourth right a responsibility of the state.

Adequate provision for the medical care of children should include:

1. The selection of a competent family physician.

2. Selection of a specialist in children's diseases when the family physician recommends it.

3. Care in time of sickness, such as physical care, home nursing, and first aid.

4. Regular health examinations and corrections of physical defects.

5. Immunization or protection from contagious diseases.

6. Recognition of the value of adequate medical care.

The Fifth Right. This right, like the fourth, is based upon health needs. In the fourth, the obligation is upon the home, the community, and the state to furnish protective health safeguards. In the fifth, the child must accept the obligation to protect himself. To do this fully, the child has a right to receive training and instruction in the best methods of meeting the obligation to assume the care of his own body. The course of instruction should include, as its objectives, familiarizing every child with the laws of health and hygiene, the preventive measures for keeping well, the value of good health and good health habits, and the dependence of normal growth and development upon good health.

"A boy wants to be big and strong. He wants to win at games, and later on to succeed in his life work—his chosen profession, business, or trade—and good health contributes greatly to this end. A girl wants to have beauty, charm, vivacity, and a well-formed, strong, and graceful body. Health is a great asset in the attainment of such aims." (Leroy A. Wilkes, M. D. American Child Health Association.)

The Sixth Right. The sixth right affirms the right of every child to be born with a sound mind and a sound body. This means that every baby should inherit good mental health as well as good physical health.

"The mentally healthy child is usually successful and happy. He takes a keen interest in living, enjoys his play, and accepts ordinary responsibilities. Difficulties are met fairly and squarely. He has an attitude of good-will toward others and gets along

with them. The outstanding symptom of mental disturbance is unhappiness and inability to get along with others." (J. Mace Andress, Oct., 1929, *The Mentally Healthy Child*, Journal of National Education Association.)

The Seventh Right. Life imposes upon everyone heavy responsibilities that may never be accepted lightly or discharged without serious thought. Accompanying the acceptance of these responsibilities, however, are certain rights and privileges which everyone may claim as just dues. Chief among these is the right to happiness. Without happiness, work becomes a task and play loses its power to amuse and entertain. Life devoid of happiness is like a prison which shuts one in and excludes everything that supplies incentive for work and play.

The privilege of self-expression and the opportunity for its free exercise as a means of achieving happiness constitute the seventh right of children. Since no two children are exactly alike, there is no set rule or formula for the training of children. Individual capacities, tastes, and inclinations may be brought to full development only through self-expression as a force operating under the guidance of understanding parents. The quotation that follows will help you to understand the importance of the seventh right:

"Children cannot have ideas nor can they have something to express, unless they have experienced something to do and an opportunity to do it. Give the baby a few wooden beads, spools, spoons, blocks, and things to handle and lick. Remember he learns with his tongue as well as with his fingers. Let him throw some of these things over the edge of his play pen, always remembering that as soon as possible, he is to learn that helping to pick them up is a natural consequence of throwing them over. Later, let him experiment and learn to dress himself—when he wants to and not just to suit another's convenience. Still later, let him go to the store and help carry things home. Give him time to tell what he sees in the store. Let him hear good music, and make some of his own; let him see good pictures, and make some of his own; let him read good books and poems, and make

some of his own." (Ruth Andrus, Jan., 1930, *Child's Welfare Magazine, The Seventh Right.*)

A Summary of Children's Needs. Assuming that the normal child will face his life obligations bravely, we should concern ourselves with the supply of those needs that are vital to his success and happiness, and therefore a rightful expectancy. The chief needs of a happy, healthy childhood are as follows: a physically sound parentage, a good home and a good home environment, adequate food for all needs of the body, comfortable and appropriate clothing, plenty of sleep and rest under right conditions, suitable toys, books, pictures, games, and plays for supplying recreation, exercise in the fresh air and sunshine for growth and development, companionship that is sympathetic and understanding and preferably from playmates of the child's own age, loving and understanding parents and family members, regular physical examinations and correction of physical defects, adequate health care daily, especial care during illness and convalescence, guidance in the formation of right physical, mental, emotional, and social health habits, intelligent and consistent training in all those habits that make for right living and the development of character.

THE CHILDREN'S CHARTER

President Hoover's White House Conference on Child Health and Protection, Recognizing the Rights of the Child as the First Rights of Citizenship, Pledges Itself to These Aims for the Children of America

I. For every child spiritual and moral training to help him to stand firm under the pressure of life.

II. For every child understanding and the guarding of his personality as his most precious right.

III. For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home.

IV. For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make child-bearing safer.

V. For every child health protection from birth through adolescence, including periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examination and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water.

VI. For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained.

VII. For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.

VIII. For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care.

IX. For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs.

X. For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction.

XI. For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood.

XII. For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly.

XIII. For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handi-

capped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met.

XIV. For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court, and the institution when needed, shaped to return him whenever possible to the normal stream of life.

XV. For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps.

XVI. For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play and of joy.

XVII. For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities.

XVIII. To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations.

XIX. To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, co-ordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:

- a. Trained, full-time public health officials with public health nurses, sanitary inspection, and laboratory workers.
- b. Available hospital beds.
- c. Full-time public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard.

For Every Child These Rights, Regardless of Race, or Color, or Situation, Wherever He May Live Under the Protection of the American Flag.

Problem I. How We May Learn More About Children

Are there little children in your home whom you can help and study as a means of getting better acquainted with childhood and its needs? If not, you may know of some little child whom you can "adopt" while studying this unit. You might borrow, for example, the small child of a neighbor, friend, or relative, or a child in a nursery school, kindergarten, or primary grade. If unsuccessful in this direction, you might play big brother or big sister to some little orphan child who needs the love and protection of an older brother or sister.

While you are studying about children, it will be helpful to take advantage of every opportunity to observe them in their daily activities, on the playground, at school, in the parks, at child health and child guidance clinics, at Sunday school picnics, on the streets, in their own homes, and anywhere children work and play together. You will find that children are very interesting individuals and differ greatly in their reactions to each other, to older people, and to their environment in general. What causes these differences? The answer to this question includes the chief reasons for making a special study of children and their needs.

Is Your Community Interested in Child Welfare? That the importance of proper care and training of young children is becoming recognized, is evidenced by the large number of organizations that are now interested in the care, training, and welfare of children. To keep well children *well*, to prevent sickness and disease, and to offer adequate educational advantages to all, are the purposes of some of these organizations, while others are chiefly interested in caring for those who are homeless, crippled, blind, or unfortunate in other ways. List organizations that have for their chief purpose the idea of making the community a better place for children. Get in touch with these organizations in your own community. Find out all you can about them. Ask them for literature explaining their aims or purposes. How can your class help? List definite things that your class can do, such as making scrapbooks and surprise boxes for crippled children, sewing for the needy, and preparing Thanksgiving dinners and Christmas boxes. Consider ways and means of co-operating with the Red Cross and other charitable, civic, and educational organizations.

Some Sources of Information. As you continue to study the needs of children, you will want to learn something of the stand-

ards of behavior which are generally considered acceptable by specialists in child study. While much can be learned by direct contact with children, it is well to read the books and bulletins which are of recent date. They will be of invaluable assistance by directing your observation and study to habits and activities of children that you might otherwise overlook.

Measure Your Little Brother or Sister by This Standard. The following outline is a fairly good standard by which to measure the training pre-school children should receive by the time they enter school. It is the tentative outline, slightly adapted, of the White House Conference on Child Health and Protection, and sets forth the specific knowledge and skills the home should provide training in by the time the child is six years old.

GENERAL

1. Knows his own name, surname, and address well enough to repeat them to others when necessary.

PHYSICAL CARE

2. Attends to toilet needs without oversight.
3. Washes his own hands and face.
4. Eats food unassisted and knows how to use a fork and a spoon, and how to drink from a glass.
5. Dresses and undresses himself with the exception of tying shoe laces. Puts on and takes off outer clothing, such as a coat, hat, and rubbers without assistance.
6. Knows how to use a handkerchief and the necessity of turning away or covering nose and mouth when sneezing or coughing.

SAFETY

7. Knows danger from passing automobiles and importance of not running into or playing in the street.
8. Realizes that sharp instruments, matches, electricity, etc., are dangerous.

MOTOR

9. Runs, climbs, jumps, etc., easily and with poise. Through practice and opportunity has acquired control of large muscles.
10. Manipulates hands easily and shows some evidence of ability to make simple constructions.

INTELLECTUAL

11. Is familiar with names and uses of common objects about his home and in his immediate environment.
12. Talks readily and comprehensibly, using sentences and not "baby talk."
13. Understands and is able to carry out simple directions.

EMOTIONAL

14. Has no marked or disturbing fears, temper tantrums, or other evidence of serious lack of emotional control.
15. Stays in someone's home or in his own home contentedly even though unaccompanied by his parent or parents.
16. Is straight-forward, frank, and interested. Neither "sulks" nor "whines."

SOCIAL

17. Can distinguish between his own possessions and those of others and between those of his family and those of other families.
18. Plays with other children successfully.
19. Meets children and adults without self-consciousness or embarrassment.

Building a Library. Perhaps the class will be interested in building a library on the subject of child care and development. Much of the most helpful material available may be secured from such organizations as the following:

American Child Health Association, 370 Seventh Avenue, New York City.

American Medical Association, 535 North Dearborn, Chicago, Illinois.

American Posture League, 1 Madison Avenue, New York City.

American Red Cross, Washington, D. C.

American Social Hygiene Association, 370 Seventh Avenue, New York City.

Bureau of Educational Experiments, 144 West Thirteenth Street, New York City.

Bureau of Home Economics, U. S. Dept. of Agriculture, Washington, D. C.

Child Study Association of America, 54 West Seventy-fourth Street, New York City.

Children's Bureau, U. S. Department of Labor, Washington, D. C.

Elizabeth McCormick Memorial Fund, 484 North Dearborn, Chicago.

Extension Division, U. S. Dept. of Agriculture (Boys' and Girls' Clubs), Washington, D. C.

Federal Board for Vocational Education, 200 New Jersey Avenue, Northwest, Washington, D. C.

Merrill Palmer School for Motherhood and Home Training, 71 E. Ferry, Detroit.

Metropolitan Life Insurance Co., Madison Ave., New York City (and local office).

National Bureau for Advancement of Music, 45 West Forty-fifth Street, New York City.

National Child Welfare Association, 70 Fifth Avenue, New York City.

National Committee for Mental Hygiene, 370 Seventh Avenue, New York City.

National Congress of Parents and Teachers, 1201 Sixteenth Street, Washington, D. C.

National Dairy Council, 307 North Michigan Avenue, Chicago.

Office of Education, U. S. Department of Interior, Washington, D. C.

Playground and Recreation Association of America, 315 Fourth Avenue, New York City.

Prudential Life Insurance Co., Newark, N. J.

U. S. Public Health Service, 16 Seventh Street, Washington, D. C.

Your own State Board of Health (Children's Division) and State College of Agriculture.

A Few Recommended Books

Children Are Like That, Dixon. John Day Co.

Child Training, Angelo Patri. Appleton.

Child Care and Training, Goodspeed and Johnson. Lippincott.

Everyday Problems of the Everyday Child, Thom. Appleton.

Junior Home Problems (Unit IV), Kinyon-Hopkins. Benj. H. Sanborn Co

Problems in Home Living (Section III), Justin and Rust. Lippincott.

Training the Toddler, Cleveland. Lippincott.

The Behavior of Young Children, Waring and Wilker. Scribner's Sons.

The Child from One to Twelve, Arlitt. McGraw-Hill.

Wholesome Childhood, Groves. Houghton Mifflin.

Your Child Today and Tomorrow, Gruenberg. Macmillan.

Magazines

The Parent's Magazine (formerly *Children*), 255 Fourth Avenue, New York City.

Child Welfare, 5517 Germantown Avenue, Philadelphia.

Child Study, 54 West Seventy-fourth Street, New York City.

Hygeia, American Medical Association, 535 North Dearborn Street, Chicago.

Problem II. How Children Learn

A Little Child's Dependence. A baby is born into this world without habits and wholly dependent upon his elders. His environment affects his thinking, feeling, and acting. If he is to live a normal, happy life, he must have the right kind of environment and training, so that he may learn to take care of himself and to live in accordance with the social customs of the world into which he has come. His parents, older brothers and sisters, and everyone with whom he comes in contact influence his life and have a part in his training and education. Older brothers and sisters and all older people as well as parents should remember that children have so much to learn that patience, sympathetic understanding, and careful guidance are needed in directing their little feet in life's pathways. The following quotation from George Cooper seems to express a little child's relationship to the great unknown world:

"Only beginning the journey,
Many a mile to go,
Little feet, how they patter,
Wandering to and fro!"

Children begin to learn as soon as they are born, which means that their adjustment to their environment begins in babyhood.

They learn by tasting, smelling, feeling, hearing, seeing, and by experimenting generally with everything in their surroundings. Hence, we say they learn to do by doing things themselves. For this reason, the child, from babyhood, should be permitted to do everything possible for himself. For example, he should be allowed to hold his own bottle and feed himself with a spoon as soon as he shows an interest in doing these things. Later he should be permitted to walk up and down stairs, wash his face and hands, comb his hair, brush his teeth, put on and take off his wraps, shoes, stockings, and clothing, and go to the toilet alone. Assistance should be given only when it is actually needed.

Children learn from each other as well as from adults. They need companions of their own age, for they really train each other and learn more from each other in certain ways than they do from adults. In general, children reflect the attitude of their associates, hence their good or bad behavior can usually be traced to the treatment they receive. Children should always be treated as individuals, and their personal rights, needs, and wishes should be respected. Children learn from their environment; therefore they should be permitted to explore the world



A Junior Aviation Club.

in which they live. They should be permitted to play together, settle their own difficulties, and make their own decisions, with as little supervision as possible.

Because children learn from such definite sources as stories, pictures, music, games, play equipment, dramatizing, contact with nature, helping to care for themselves, and by assisting with everyday household duties, older brothers and sisters, parents, and other adults can help by giving them an opportunity to learn from all these sources and by assisting them in forming the right kind of habits. Setting a good example is the most effective way of teaching others the habits of right living.

EXERCISES

Discuss the value of trips to zoological gardens, parks, markets, farms, and the like, in educating little children.

Discuss the value of using correct language, good table manners, and controlling one's temper in the presence of young children.

Mary is an only child; suggest ways in which she may have the companionship of other children of her own age.



Mother's Proud
and Happy
Helper.

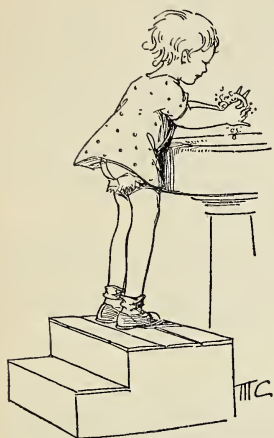
Problem III. Children and Their Habits

What Are Habits? Habits are things we do because we have done them before. Habits run themselves, they are what is called "learned behavior." Habits are fundamental in routine activities. They save time and effort and help in avoiding friction.

How Habits Are Formed. Habits are formed by regular and frequent repetition, with little or no variation as to time, place, and manner, and with pleasant association. For example, if we want to teach a child to wash his hands before each meal, we must give our attention to this problem regularly and consistently every meal until the habit is established. We should see that proper preparations are made for him to wash his hands with ease. He may need a box to stand on. A wash cloth and towel

should be provided. Approval should be given sufficient to cause him to get real satisfaction from the act of washing his hands. Positive suggestions should be used; scolding and fault-finding have no place here. Giving praise and approval for doing the

right thing supplies the incentive for learning habits of good behavior. Care must be taken not to expect too much of the child, and patience and tact should be exercised at all times. One should be certain that the child understands what he is expected to do, and should allow him plenty of time in which to do it.



The Tiny Tot Needs Equipment Adapted to Her Size.

is the most effective way of getting rid of undesirable behavior. This can often be done by diverting the attention from an undesirable act to something worth while. Children naturally desire attention, especially from parents and others they love. If they do not get this attention for doing the right thing, they naturally resort to bad behavior in order to attract the desired attention. Positive suggestions, such as "do this," rather than negative suggestions, such as "don't do that"; approval and praise for doing right; disappro-

Habits May Be Broken. Habits are broken by disuse and by attaching dissatisfaction to their use. For example, when a child does not put away his playthings, disapproval should be shown by depriving him of their use for a short period or until he decides that he is willing to co-operate. Substituting a good habit for a bad habit



Good Habits Should Be Encouraged by Making the Task Easy.

val for doing wrong; much patience, tact, and perseverance in teaching new habits and in giving children time to do things themselves, are representative of the newer methods of managing children.

Desirable Child Habits. Things that are done over and over again in the same way soon become a fixed habit. Babies are born without habits, but begin forming them as soon as they are born. Habits finally make up our character and personality. Therefore it is important that children learn good habits during the pre-school years. Regular habits of eating, sleeping, eliminating, and bathing are among the good health habits which lay the foundation for healthy, happy childhood.

Individual children differ a great deal, and their environment and training influence their habits to a large extent, but, in general, we should expect children of two to five years in age to form such habits as the following:

| | |
|---|---|
| FOOD | To eat three regular meals daily; to enjoy a variety of food; to drink water between meals; to use acceptable table manners. (See Essentials of Child's Diet in next problem.) |
| CLEAN- LINESS | To bathe and change clothes at least twice a week; to brush teeth at least twice a day; to wash hands and face before each meal; to wash hands after going to the toilet; to comb and brush hair daily; to use handkerchief for running nose, sneezing, and coughing; to have a bowel movement daily, preferably right after breakfast. |
| SLEEP AND REST | To sleep from eleven to twelve hours each night in a well-ventilated room with at least one window open; to sleep in bed alone; to take an afternoon nap from one to one and one-half hours just after noon meal; to rest for a few minutes before each meal, especially if he has been playing hard. |
| EXERCISE AND PLAY; FRESH AIR AND SUNSHINE | To play outdoors at least two hours, preferably four; to spend part of day in direct sunshine when possible; to play games that use large muscles; to breathe deeply and to like fresh air both day and night; to enjoy exercise and outdoor play; to play quiet indoor games before going to bed. |

OTHER
HABITS

Other habits, such as self-reliance, happiness, co-operation, courtesy, dependability, self-control, and respect for rights of others, have to do with the child's mental, emotional, and social development, but are closely related to his physical health. A healthy child is usually successful and happy, both at work and at play. A healthy child is usually a good child, and presents few behavior problems. Opportunity for developing these habits is presented during the child's work and play. For example, self-reliance is developed by permitting him to do things for himself. Winning the co-operation of the child often means the difference between what is commonly known as a problem child and one who is easily managed. Children teach each other self-control, respect for rights of others, and many other desirable habits.

EXERCISES

List all the good health habits you know you have. List your bad habits.

Make a plan for forming one good habit which you think you should have.

Make a plan for teaching a child to brush his teeth every day.

John's mother hangs up all his clothes, hunts his books and pencils for him each morning, and is all worn out when John gets off to school. Discuss this relationship of mother and son.

REFERENCES

Habit Training for Children, Thom. National Committee for Mental Hygiene.

Child Management, Thom. Children's Bureau, Washington, D. C. (Single copies free.)

Studies in Child Training, Child Study Association of America, such as:

"Habits, What Are They?"

"Training for Responsibility."

"Health Training of the Pre-School Child."

Problem IV. Children and Their Food

The Foundations of Nutrition. The normal child has a good appetite. He comes to the table hungry and ready to eat. He eats the food set before him without being begged or bribed. Developing the habit of eating the correct foods is the foundation of good nutrition.

“Simple, clean, wholesome food of the right kinds, fed to children in proper quantities and combinations, will go further than almost any other single factor in assuring them normal health and sturdy development.” (*Food for Young Children*, Farmers Bulletin No. 717.)

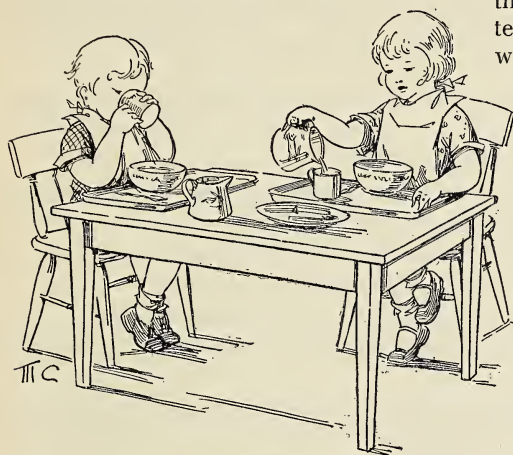
Early in life the child should become accustomed to a variety of foods. Too often emphasis is placed on the foods that children *should not eat* rather than those that they *need*, when, as a matter of fact, very few foods are harmful within themselves. It is only when they crowd out the more desirable foods and those that are needed that they cause any real harm. Quietly emphasizing the “dos” and “can haves”, rather than the “don’ts” and “can’t haves,” are good rules to follow in establishing food habits in early childhood.

A regular time should be set for meals in order to keep the appetite normal. Wholesome food should be served at regular intervals, and thus help to establish the habit of eating happily and promptly what is good for the child. Exercise, fresh air, and sunshine, gay dishes, a happy environment, and attractively served food are important factors in establishing a good digestion and a good appetite. There should be no distractions during the meal hour. If meals must be late or irregular, the children should be served earlier than the rest of the family. When children eat apart from adults, there are fewer distractions and discussions about food likes and dislikes. The child’s food habits should never be discussed in his presence, and he should be taught that adults and children eat different foods, just as they wear different clothes, and that he must, therefore, not expect to be served the same foods.

Mealtime should be a happy occasion. The child should not be allowed to eat when he is emotionally upset. Eating when angry, frightened, or otherwise emotionally upset, causes digestive disturbances. Nagging and fussing too much about the menu and all unpleasant subjects should be avoided.

Learning Self-Helpfulness in Eating. Although learning to feed one's self is a slow and trying process, the child should be taught early to handle his own spoon and fork. When accidents occur, such as spilling milk or food, they should be passed up lightly and without rebuke. Letting the child help to clean up the mess which has been made will make him more interested in avoiding

them later. By protecting his clothing with a large bib and placing his table on a washable floor, no harm will result, and if left to himself he will soon learn to feed himself.



Self-Service.

Children often refrain from eating merely to attract attention. If they are ignored by the other members of the

family, not begged to eat, and not given anything but water between meals, they will soon eat regularly and heartily.

Essentials of a Child's Diet.

1. Three meals each day at regular hours, for example, breakfast at 7:30; lunch at 11:30; and evening meals at 5:30. Mid-morning and mid-afternoon meals, if needed, should be at a regular hour, for example, 9:30 A. M. and 3:30 P. M. Promiscuous eating at all hours should not be allowed. Children of pre-school years need from 1,200 to 1,600 calories each day, depending upon such factors as age, exercise, sex, and climate. Sometimes eating between meals is necessary in order to secure the required number of calories. Such meals, however, should be limited to milk, graham crackers, a simple cooky, or bread and butter, and should be eaten at regular hours as suggested above.

2. Four glasses of water should be taken daily, most of this upon rising, between meals, and before going to bed.

3. One quart of milk, daily; three glasses, one at each meal and one or two milk dishes, such as creamed soup, creamed vegetables, custards, milk puddings, ice cream, and cheese. Weak cocoa may be used sometimes. Part of this quart of milk can be used on cereals, and cereals may even be cooked with milk, instead of water, as may many vegetables.

4. An egg at least three times each week. Other protein foods equal to an egg in value, such as liver, fish, chicken, and beef stew.

5. One potato, practically every day; baked often, and preferably eaten with the skins on. Rice, hominy, and sweet potatoes may be substituted here occasionally.

6. One raw, green vegetable daily and one other vegetable, such as creamed carrots, peas, and beans.

7. One serving either of citrus fruit (orange, grapefruit, or lemon) or tomatoes (canned or fresh) each day.

8. Whole cereals, such as whole wheat bread, shredded wheat biscuit, and oatmeal; at least one serving each day, preferably two.

9. A small amount of butter or other fat, such as cream, not more than one or two tablespoons, daily.

10. One teaspoon of cod-liver oil, daily, especially for all who are underweight, and those who are deprived of direct sunshine.

Undesirable foods include highly seasoned foods, fried foods, pastry, tea, and coffee. Eating too hurriedly, bolting the food, and eating when emotionally upset are among the bad food habits. List others.

EXERCISES

The following quotations express briefly the modern ideas about feeding children: *Try These Out on Your Toddler*. (From *Good Food Habits for Children*, Leaflet 42, Bureau of Home Economics.)

"Set a time for meals and allow no distractions during the meal hour."

"Have the food attractive in color, odor, and flavor, so that it will tempt the appetite."

"Serve small portions, so that the child can clear his plate without the feeling of being stuffed."

"Take it for granted that he will eat happily everything served to him, and be sure that he becomes acquainted with a variety of foods."

"Let him feed himself and experience the joy of self-help."

"Be consistent in responding to a child's pranks and ruses. Laughing at one time and punishing the next is never effective."

"Remember that the table is a place for good comradeship and not for discipline or nagging."

"Have no differences of authority between the parents and other members of the family in deciding questions about the child's eating."

"Refrain absolutely from discussing the child's eating habits with others in his presence."

"Begin today. The training or the retraining in food habits is too important to wait until tomorrow."

"Put a Building on the Foundation. The parents' job in training in food habits is only half done when it is well begun. Much of the foundation is laid in early childhood, but new problems may develop at any time. There is always the possibility of the influence of playmates who are allowed to pick and choose what they will eat at home, or to spend money for sweets and sandwiches between meals. . . . Good food habits make for good nutrition, and good nutrition is in turn the basis for sound physical development."

"Teaching a Child to Eat What He Should," from *Applying Nursery School Methods of Child Training in the Home*, Ford. Manhattan, Kan.

"The Nursery School finds these suggestions helpful in getting a child to eat what he should:

1. Always assume that the child will eat his food.
2. See that the child is not allowed to take advantage of the situation to show his power. If a child realizes that others are worried about his eating, he will often use mealtime to dominate the situation.
3. See that mealtime is made a pleasant time for the child.
4. Try to avoid scolding and punishing during the meal. Don't worry the child too much about his table manners. It is more important that he eat all his carrots, even if he eats them with a spoon, than if he eats half of them with a fork.

5. Avoid talking about the food and the process of eating.
6. See that a good example is set by all the members of the family.
7. See that the child has regular hours for eating, and that no food is allowed at other times.

“When a child does not eat what he should, the fault may lie with the food or with the way it is served. The Nursery School finds these suggestions regarding food helpful in getting the child to eat what he should:

1. Make sure that all food is cooked carefully and served attractively.

Vegetables should be cooked quickly, in as small an amount of water as possible. They may be served in a variety of ways. They may be served with other foods, as in meat loaf, or creamed or molded in gelatin, or chopped and served as sandwiches.

Milk may be given in soups, puddings, and creamed dishes. Try letting the child drink it through a straw, or let him pour it himself from his own small pitcher into a cup of his own.

Cereals may have a greater appeal if different kinds are served from day to day, and small bits of fresh fruit, raisins, dates, or stewed fruit are added.

Eggs may be served in a variety of attractive ways by themselves, or they may be added to soups, vegetable dishes, or given with milk drinks, or as dessert.

Variety in the color of the foods served at the same time as well as in the consistency of foods should be aimed for. Cottage cheese is sometimes distasteful to children on account of its consistency. Putting chopped celery or other vegetables with it improves it.

2. Give small enough servings. A child is often discouraged by large servings. It is always best to give a very small serving of a new food and to encourage him to have a second serving. The size of servings may be gradually increased from day to day.
3. See that foods are of the right temperature. Soups that are too hot, and cereals, potatoes, and other foods that are cold and unpalatable are disliked by a small child and to be avoided.

4. Don't give too highly seasoned foods. Food for a small child should be simple. Highly spiced or seasoned foods tend to prevent the child from eating the simpler foods.

"The fault may lie with the child himself when he does not eat what he should.

1. Perhaps he is overtired.
2. He may be too excited or too much interested in other things to eat.
3. The child may not be well.
4. The child may be under too great nervous strain, or worried and unhappy."

Review the food chapters in Unit III and write a paper telling why milk, green vegetables, citrus fruits or tomatoes, and whole cereals are listed as essentials in a child's diet.

What deficiency diseases are caused by an inadequate diet? Why is cod-liver oil given to babies and others who are poorly nourished, especially when deprived of direct sunshine?

Make a plan for teaching good food habits to a child of four; who has been living mostly on bread, meat, and potatoes. Remember the value of example, approval, and so forth.

Check up on your own food and health habits. Are you getting careless? Remember the value of good food and health habits to good health, happiness, and beauty.

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The Problem of Sweets with Children, Sherman. Reprint from *Child Health Bulletin*, American Child Health Association.

A Week of Meals for Children from Two to Six, American Child Health Association.

Food for Young Children, Farmers Bulletin No. 717, U. S. Department of Agriculture.

Metropolitan Life Insurance Co. Bulletins:

All About Milk.

Good Teeth.

The Family Food Supply.

Out of Babyhood Into Childhood.

Sunshine, the Health Giver.

Rickets.

Scurvy.

Dyskinesia (Constipation).

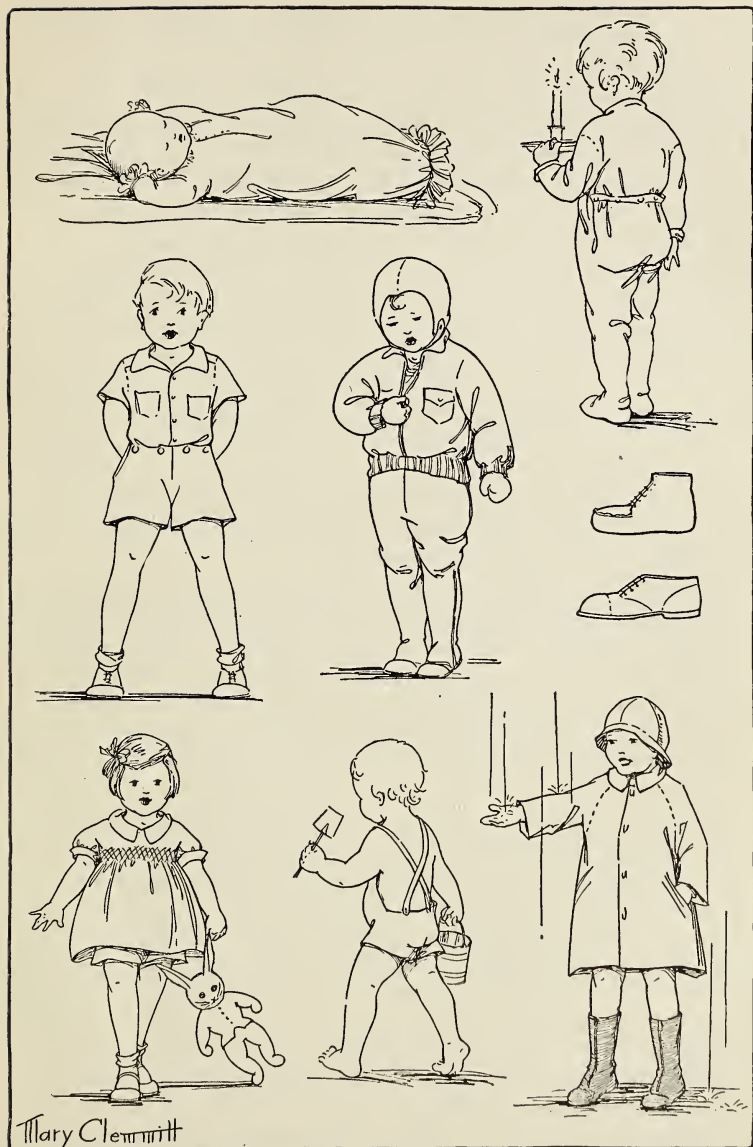
Metropolitan Cook Book.

Problem V. Children and Their Clothing

A well-clothed body is as fundamental to happiness and success as adequate food, sunshine, play, and sufficient sleep and rest. Children are more often too heavily dressed than too lightly dressed. The amount of indoor and outdoor clothing varies according to the season of the year, according to the exercise the child takes, and according to the temperature indoors and outdoors. A child too young to run and play outdoors will need warmer clothing than a four-year-old who exercises and plays more vigorously. In warm weather a child is comfortably dressed with very little clothing, and even in cold weather warm clothing need not be worn inside if the house is well heated.

Clothing for Play. Romper suits, overalls, or coveralls made from substantial cloth are the most suitable garments for play. In very warm weather only one garment is necessary, for instance, a coverall outfit. If there is sand, grass, or soft soil to play in, the child may be allowed to go barefoot. If not, he should wear shoes, without stockings. Since the rays of the sun are so beneficial in building strong bodies, trunks or bloomers should be worn by the smaller children and bathing or sun suits for the larger children, so that the rays may come in direct contact with as much of the child's skin as possible.

Selecting the Wardrobe. The child's wardrobe should contain clothing which is simple, inexpensive, and washable. It should be comfortable and loose, giving the child freedom to run and play as he wishes. Dresses and suits should be made of serviceable material of fast and becoming color, and large enough to allow for growth. Waists may contain tucks to provide for extra length, while pleats in front and back will take care of extra width. They should open in front, so that the child may



Mary Clementt

Suitable Clothes for the Tiny Tot.

assist in dressing and undressing himself. Armholes should be roomy and comfortable. Figured material is easier to keep clean than solid colors. Allow the child to select the color he prefers.

Bloomers, preferably of the same material as the dress, should take the place of a petticoat. They should be roomy, with plenty of length between the waistline and crotch, and wide between the legs to assure freedom and prevent wearing out. Tucks may be inserted if the bloomers are too long between the waist and the crotch. Belts and bands are preferable to elastic.

Sleepers and nightgowns may be made from either daisy flannel or muslin, and should be several sizes too large. The appropriate types of sleeping garments, as well as bed clothing, vary according to weather. Several layers are warmer than only one heavy layer of equal weight, since the layers of air aid in conserving heat. If desired, the sleeper may be knitted. For the very young child, sleeves may be finished with drawstrings, or stitched together at the lower edge, forming bags, and thus preventing scratching or finger sucking. The lower part may be finished with feet, which can be lengthened from time to time by adding to the toe of the garment.

Underwear should be warm and loosely fitting. Knitted cotton fabric, which has proved most satisfactory for this, is easily laundered, durable, and inexpensive. Woolen underwear often irritates the skin, is expensive, and is difficult to sterilize. Underwear should be large enough to allow for movement, with roomy armholes, generous seats, and wide crotches. The seams inside should be smooth in order not to irritate the skin. Lighter and more loosely woven types give more warmth.

Stockings and socks should be at least one-half inch longer than the foot. In warm weather socks should be worn rather than stockings. Mercerized cotton socks or stockings are best for general wear, while wool should be used for cold or rainy weather. When garters are necessary, they should not be tight enough to leave a mark on the leg, as this interferes with the circulation. Stocking supporters should be adjusted on the side of the underwaist so as to distribute the strain over the shoulders, otherwise poor posture may result. It is a good idea, when buying stockings and socks, to select two pairs alike, for convenience in wear or losing.

Shoes should be shaped like the child's feet, with well-fitting heels, narrow shanks, soft, flexible soles, and roomy toes. They

should be one inch longer and one-half inch wider than the feet to allow for growth. High shoes, laced, are better for small children than buttoned shoes or slippers, while oxfords are better for older children, as they allow better circulation and development of muscles and are easier to put on. Shoes should always be kept in good repair, as ill-shaped and ill-fitting shoes are responsible for most troubles of the feet.

Coats should be light in weight and soft in texture. The raglan type of sleeve is suitable in coats, as this sleeve is comfortable and not bulky under the arms. Coats should be large enough through the armholes to permit sweaters to be worn underneath. Heavy coats weigh down the shoulders and cause children to slump when walking. The weight of one's coat should be balanced to help maintain correct posture.

Zippers or rubbers and raincoats should be worn in rainy weather.

Hats should be of durable material, so the child may easily handle them, and large enough to pull down over the head. The head band should be soft and not too tight. Hats should not be allowed to rest on top of the ears and push them out of shape. Simplicity should be observed in the selection and construction of children's hats. Tailored straw, felt, and stitched fabric are suitable types.

Since all clothing should be so constructed as to assist the child in undressing and dressing himself, the following are a few other rules to keep in mind when buying or making children's clothing:

Buttons which are taped on and smoothly worked buttonholes can be fastened more easily by small children than buttons which are sewed on by the regular method. It is difficult for children to manage snaps. Do not use more buttonholes than are necessary.

Finish colored bloomers which match the child's dress with a white band in the front, so that the child may distinguish it from the back.

Have plackets close in front rather than in the back of clothing.

If clean socks and stockings are turned wrong side out to the heel, they form pockets for the child's feet, making it easier for him to pull his stockings up straight and at the same time turn them right side out.

Assisting the Child to Care for His Clothing. Children should assume the responsibility of taking care of their own clothing at an early age. A child old enough to walk can be taught to hang up his night clothes in the morning and his day clothes when he undresses at night. A regular hook should be provided for the nightgown or sleeper. As the child grows older, more responsibility may be added if the equipment is conveniently arranged. Have a rod in the closet adjusted to the child's height, with clothes hangers for suits and dresses. Each child should have a bureau drawer or box for his own clean clothing, and a regular place within reach provided for his coat, sweater, hat, and cap. A simple laundry bag, also, may be provided, in which each child may put his soiled clothing.

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Leaflet No. 20, *Dresses for the Little Girl*.

Leaflet No. 24, *Sun Suits for Children*.

Leaflet No. 52, *Suits for the Small Boy*.

How to Make Children's Clothes, Mary Brooks Picken, Singer Sewing Machine Co.

Child Welfare (Food and Clothing Problems), Division of Home Economics, State College for Women, Denton, Texas.

Problem VI. Children and Their Diseases

What should be done when a child shows signs of being ill? How can one tell when a child is ill? How can you help when there is illness in your home?

There are several general symptoms of illness in children which are easily observed by those who are much in contact with them. Some of these are colds, drowsiness, flushed or pallid cheeks, disinclination to play or study, lusterless eyes, a nervous or an unusual "tired feeling," and fever. If a child's temperature is above 100 degrees, the doctor should be notified. In all cases where any disease is suspected, or the child presents symptoms of disease, he should stay at home, preferably in bed, and a physician should be called.

Vomiting used to be considered always due to something a child had eaten, but it is now known to be one of the common

symptoms of the beginning of an acute infection, without regard to what the child has eaten. A child who has vomited should be allowed to have any part of his regular diet he desires. If he refuses to eat, do not torment him. The one important thing is to see that he gets enough fluid, at least one quart a day.

Care of the Sick Child. When symptoms of any contagious disease occur in a child, he should be kept away from those to whom he might give the disease. Although this is something rather difficult, it saves much time and money, should it develop that the disease is contagious. Materials for play, such as scissors, paste, crayons, paper, pencils, paper dolls, books, puzzles, or favorite toys may be given him. If he is forced to remain in bed, they may be placed where he can conveniently reach them. Rest in bed is the best treatment for any illness. If it is a mild and short illness, the rest will help to pass it off, and if it is serious, rest in bed is particularly essential. On the other hand, enforced rest will be found an excellent cure for the child who uses imaginary illness as an excuse.

It used to be said that children should have diseases early and get them over with so they would be immune to those diseases afterward, but people now know that diseases of children may often be prevented, and at least delayed, if intelligent, thoughtful care is exercised. The need to postpone these diseases as long as possible is evidenced by the death rate of children under one year of age from measles and whooping cough, and the like. Then, too, the after effects of these diseases are often dangerous in themselves, since they cause weakened hearts and serious eye, ear, and nose trouble.

Immunity. Immunity, or the power to resist a disease, may be acquired (1) by having the disease, (2) by gradually building up a resistance from many contacts with the disease germ or its toxin in insufficient amounts to cause the disease, and (3) by protective inoculation. In general, strong, healthy children do not have severe illnesses as do tired or delicate children. Therefore, the health and food habits which you have already studied should not only be followed, but should be taught to younger children, so that they, too, may build up resistance to disease.

Infectious Diseases. The communicable diseases most common to children are scarlet fever, measles, chicken pox, smallpox, whooping cough, mumps, diphtheria, infantile paralysis, and common colds. They are caused by disease germs which enter

the nose or mouth, and are spread by contact with persons who have the disease or by contact with well persons who carry the germs in their noses and throats.

Clean personal habits, good food and health habits, the correct use of handkerchiefs when sneezing or coughing, the avoidance of contact with those who have contagious diseases, obedience to quarantine and health regulations, and the use of present-day knowledge in building up immunity to disease are ways in which boys and girls can help to prevent the spreading of diseases.

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Just a Cold or ———?

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Whooping Cough.

Scarlet Fever.

Measles.

Smallpox.

Diphtheria.

Hand Washing Facilities in School.

Problem VII. Children and Their Play

What Is Play? A child learns to do by doing things himself. His doing is mostly playing. Play is nature's own method of educating the child. Children must play if they are to be healthy and happy. Play prepares a child for life's activities. Children and play seem naturally to belong to each other. Play came into

the world to assist in the education of the child. Play is the most serious activity in which the whole child takes part.

Work and Play. There is no real difference between work and play except in the spirit in which each is done. Play is its own reward, but the same is almost equally true of any good work. One of the great problems of the recreation movement today is to introduce play elements into modern industry and everyday life. Play and work are mostly attitudes of mind toward necessary life and everyday activities.

The Play Spirit of a Child. Play is simply joy in doing things. It is the responsibility of the older members of the family to provide children with the right kinds of toys and equipment to play with, and then to let them alone to experiment and do the things they want to do. Interest should be shown in what they are doing, but with as little supervision as possible.

Free play is essential to a little child. He needs activity to develop his larger muscles. He needs space to play and things to play with. He needs the companionship of children his own age part of the time, and he needs to learn to play alone part of the time. He needs suitable play clothes that are comfortable, light of weight, and suitable for all kinds of weather, and well-fitted shoes and stockings. He needs the understanding of brothers, sisters, and other adults who will appreciate his crude attempts at making things—mud pies, and what not.

Habits are built by play. Play not only helps in developing good physical habits, but it helps in developing good mental, emotional, and social habits.

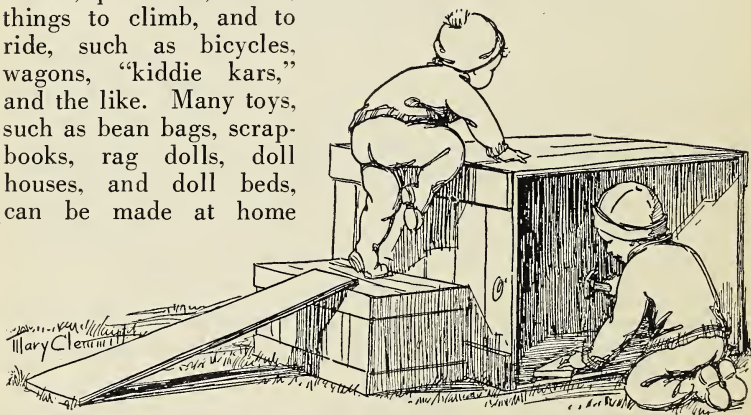
Choosing His Toys. Children learn chiefly by doing, but the nature of their environment should influence, to a large extent, what they are permitted to do. Since the doing of children largely means play, suitable toys and playground equipment should be provided for their use. In general, toys and play material for small children should do two things: exercise the larger muscles and stimulate the imagination and mental activity.

Only a few well-made, strong, safe, and easily cleaned toys are needed. Too many toys at one time are over-stimulating. Toys that stimulate activity and make the child experiment to find out how they can be used, help in developing his imagination and initiative. A study of suitable toys for children of different ages is certainly a worth-while project for any boy or

girl. Bad behavior is often caused by lack of toys and suitable play equipment. Poor toys stimulate destructiveness, laziness, and carelessness.

A place to keep toys and play equipment is necessary if habits of orderliness and neatness are to be established, and we have agreed that a child should learn to care for his own playthings and other belongings. Boxes, drawers, and shelves low enough for the child to reach, with praise and encouragement from his elders, will help to establish habits of orderliness.

Indoor play equipment includes books, blocks, beads, spools, dolls, horses, autos, crayons, paints, pencils, paper, blackboards, boxes and lids, buckets, and other household equipment. Outdoor equipment includes large blocks, sand piles, skates, swings, teeters, planks, boxes, things to climb, and to ride, such as bicycles, wagons, "kiddie kars," and the like. Many toys, such as bean bags, scrap-books, rag dolls, doll houses, and doll beds, can be made at home



Play Equipment.

from boxes, spools, and other things usually stored about the house.

The following suggestions, adapted from "Keeping a Child Happily and Profitably Employed," in *Applying Nursery School Methods of Child Training in the Home*, by Helen W. Ford, Division of Home Economics, Manhattan, Kan., expresses the value of suitable toys and play equipment:

Good playthings are suited to the child's stage of development.

They call forth some effort on the child's part, yet they are not discouraging. They allow the child to have the important

experience of successfully accomplishing something that is not too easy.

The right playthings are of absorbing interest to the child.

Very young children seldom attend to one thing for more than a few minutes, but playthings that are of the right sort arouse keen interest, and the time spent with them will gradually increase as the child's abilities increase.

The best playthings stimulate wholesome development in one or more of the following ways:

By training the child in bodily control and exercise of the arm and leg muscles. (Raised planks to walk on, trapeze, etc.)

By training in eye-hand co-ordination. (Beads to string, peg board.)

By developing the imagination. (Crayons, paper cutting, sand pile.)

By training for creative activity. (Clay, crayons, blocks.)

By developing interest and ability along useful lines. (Doll dishes, brooms, gardening tools.)

By stimulating keen observation. (Simple puzzles, pictures.)

By furnishing sensory training. (Colored beads, harmonica, blocks of various sizes.)

Good playthings help in establishing such worth-while habits as:

The habit of perseverance.

The habit of concentrating.

The habit of reasoning.

The habit of self-reliance.

The habit of keeping happily busy.

The habit of using property carefully.

The habit of orderliness.

The habit of resourcefulness.

The Wrong Kinds of Playthings. The wrong kinds of playthings cause habits of laziness, demands for entertainment from other people, carelessness, and extravagance. They retard the child's development by discouraging resourcefulness, by failing to stimulate activity on the child's part, and by leading the child to repeat the same sort of performance in exactly the same way without progressing. They may cause nervous or physical strain, they may have parts by which a child can hurt himself, or they may be unhygienic.

This bulletin also includes the following list of playthings suitable for children between two and five years of age:

For less than one dollar you can buy:

| | |
|--|--------|
| 1 box of 8 enlarged colored crayons..... | \$.25 |
| 1 box of 144 large colored wooden beads..... | .40 |
| 1 good pair of small, blunt scissors..... | .25 |
| | <hr/> |
| | \$.90 |

For less than two dollars you can buy:

| | |
|--|--------|
| Things listed above..... | \$.90 |
| 1 enlarged peg tile with 100 large colored pegs. | .80 |
| | <hr/> |
| | \$1.70 |

For less than three dollars you can buy:

| | |
|--|--------|
| Things listed above..... | \$1.70 |
| 1 square yard of slated cloth to be tacked on wall for a blackboard (or a 2'x2' slated cloth blackboard mounted on rollers)..... | 1.00 |
| 1 box of good quality chalk crayons..... | .15 |
| | <hr/> |
| | \$2.85 |

For five dollars you can buy:

| | |
|---------------------------------------|--------|
| Things listed above..... | 2.85 |
| 1 pound of clay..... | .50 |
| Hammer and other carpentry tools..... | 1.65 |
| | <hr/> |
| | \$5.00 |

If your local dealer does not have these playthings in stock, he will be able to order them for you through such kindergarten supply houses as Peabody School Furniture Co., Topeka, Kansas; Hoover Bros., 922 Oak Street, Kansas City, Missouri; The Playroom, 220 West 98th Street, New York City; or almost any one of the many other nursery school and kindergarten supply houses.

EXERCISES

Observe children of various ages and list the playthings they most enjoy. Toys differ for children of varying age, and should be selected to suit their stages of development. Plan a way to provide play space and a place to keep toys in the small house. Visit a toy shop and list the toys that have permanent or educa-

tional value. Visit a book store or library and select books, songs, pictures, suitable for pre-school children. List toys and playground equipment which can be made at home. Make at least one toy. Discuss the proper attitude for older brothers and sisters and adults when children are at play. How can adults be helpful? Why do children need playmates of their own age?

REFERENCES

Child Study Association of America, New York City:

The Child's First Books.

About Books for Little Children.

Choosing Playthings.

Music for Children.

Books for Nature Study.

Play and Playthings (Including a Toy List).

Playground and Recreation Association of America:

Home Playground and Outdoor Play Room.

Home Play and Other Material. (Send for list.)

Bureau of Educational Experiments, 70 Fifth Avenue, New York:

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Best Toys for Children, and Their Selection, Leonard, 2239 Van Hise Avenue, Madison, Wisconsin (25c).

Problem VIII. Baby Days

The Baby and His Needs. The happy, contented baby is a source of delight to his parents, brothers, sisters, and everyone else who is privileged to know him. But the happy, contented baby is usually a well baby. Therefore, if one's own baby is to be happy he will need the things that keep babies well, such as plenty of rest and sleep, fresh air and sunshine, suitable exercise and play, wholesome food, comfortable clothing, and the right kind of habit training.

The continuous needs of one's baby include the chance to grow normally, the right to be well and happy, and the opportunity to form the right kind of habits and attitudes towards the problems of self-care. This seems simple, but it really requires the co-operation of everyone in one's family as well as understanding neighbors and relatives, for a baby is not a plaything. It is on the other hand a little human being, whose business in life is

to grow and develop unhindered from babyhood into childhood, and from childhood into strong and healthy manhood or womanhood, ready for life's emergencies.

Is there a baby in your home which you can help in keeping well and happy? If there is none in your own home, perhaps there is a baby in your neighborhood whose mother would appreciate your help. The more that boys and girls learn about the needs of babies the more they are liked and trusted by others.

The Baby and His Habits. Because a baby is born without habits and with very few instinctive tendencies, he must depend upon his parents and others who care for him to train him in the right kind of habits. Training should begin as soon as a baby is born on the basis of a regular schedule. The schedule for the baby should consist of a definite time for him to be fed, bathed, and put to bed. The schedule, which is generally prescribed by the doctor, should begin the first week of the baby's life and should be carefully followed, with necessary changes being made gradually as he grows older. When a baby learns that he will be fed, put to bed and bathed at a regular time, it gives him a feeling of security and confidence in his new environment.

A regular schedule lays the foundation for good health habits and becomes the first lesson in discipline and respect for authority. Feeding the baby only when he cries teaches him to cry and makes crying a habit. When babies cry it should be the signal of pain and discomfort and not of hunger. They should be given attention when necessary, but they should not be taught to cry for attention by feeding them or picking them up only when they do cry. Neither should they be given so much attention that they will not play happily alone.

The purpose of discipline for the baby, as well as his elders, is to guide him to control himself and to teach him to live comfortably and happily with others. Discipline is not necessarily punishment. Positive suggestions, with as few "don'ts" as possible, should be used. Training a child from babyhood days to do things for himself helps with the problems of discipline, for a busy child is usually happy. Over-stimulation and fatigue are too frequently the causes of fretfulness, disobedience, and unhappiness on the part of babies and young children. These causes are usually brought on by a lack of consideration on the part of parents and others, who try to make babies' schedules fit their own pleasure and convenience. No baby's schedule should ever be upset for the convenience or pleasure of others.

Avoid Stimulating Wrongful Emotions. Babies who form good habits of eating, sleeping, eliminating, and playing are not apt to display those fits of anger or temper which are so often displayed by those who have had the wrong kind of training. Most fears, too, are learned. Babies are not naturally afraid of the dark or of policemen, doctors, and animals, but are taught such fears by thoughtless people who do not realize the evil effect of fearful suggestions on the minds of young children.

Jealousy is often caused by fear. For example, thoughtless older people have been known to tease little children by telling them that a younger brother or sister will "steal their place on mother's lap." Again, too much attention is frequently paid to the young baby, thus resulting in jealousy on the part of some older child. Such a child may become jealous because he fears the baby will really take his place.

It is well to remember that a habit is a tendency to repeat what has been done before, and that a baby or young child acquires new habits easily, by imitating words, acts, and attitudes of older brothers and sisters and other people around him. Our manners and morals and our ways of thinking and doing are really a collection of habits.

Play, Exercise, and Toys for Baby. A tiny baby gets his exercise by crying, kicking, and squirming in his crib. Later, he holds up his head, crows and laughs, shakes his rattle, holds his bottle, sits alone, pulls himself up, crawls, and finally walks. He puts practically everything into his mouth. For that reason, his toys should be too large to swallow, free from sharp edges, and easily cleaned, in fact, washable. If his toys are tied on a string and fastened to his chair or crib, it will be much easier to keep them clean. Remember that all dust and dirt contain germs and that every time the baby throws a toy on the floor it is apt to become dusty. When the baby begins to creep and walk, a play pen will keep him and his toys in place and at the same time give him the needed freedom to do things in his own way.

Keep the Baby Away from Germs. As a precaution against disease, always wash your hands before doing anything for the baby. Do not kiss him on the mouth. Keep him away from sick people or people who have colds. The baby's finger nails should always be kept clean. They are germ carriers and always go into his mouth. If the nails are inclined to be brittle, rub them occasionally with a little cold cream or vaseline. The nails should

always be kept trimmed to keep the baby from scratching himself. If he seems to be sick, call the doctor. Beware of patent medicines and do not give him any kind of medicine without the doctor's advice.

The Baby's Diet. Its own mother's milk is the best food for the baby. It is the easiest of all foods to digest. It is clean and free from dust and germs and always ready. When it is impossible for a mother to nurse her baby, modified cow's or goat's milk is the best substitute. Only clean milk should be bought. Never buy milk in open cans from milk wagons, grocery stores, or dairies. Certified or pasteurized milk, bought in bottles, is usually recommended by baby specialists. Certified milk has a guaranty that it has been produced under the most sanitary conditions. Pasteurized milk has been heated to about 145 degrees Fahrenheit and kept at this temperature for 30 minutes. Heating milk in this way destroys disease bacteria. Pasteurized milk should be cooled quickly. Because cow's milk is not like human milk, it needs to be changed so that it can be more easily digested. Hence, we say that modified cow's milk is a good substitute for mother's milk. Formulas for modifying cow's milk should be secured from the baby's physician or from a baby clinic.

Babies should be fed regularly at three-hour or four-hour intervals. Orange juice, cod-liver oil, cereals, vegetables, and egg yolks are now being added gradually to the baby's diet during the first year. Because the proper feeding of the baby is so important, it is wise to follow a doctor's schedule. Special references which will help here are Rose, *Feeding the Family*, Macmillan (Chapter V, "Food for the Baby"), *Care and Feeding of Children*, by Dr. Holt, D. Appleton & Co., and other material such as the bulletins which are sent upon request from the Children's Bureau, U. S. Department of Labor, Washington, D. C.

Give the Baby a Drink. Give the baby plenty of water. Babies often cry because they are thirsty. Because most water contains harmful germs, it is better and safer to boil it. The water which the baby drinks should be luke warm or about the temperature of mother's milk.

How Much Should the Baby Weigh? The average baby at birth weighs between seven and eight pounds. He doubles his weight during the first five or six months of his life and triples it by the end of the first year.

Baby's Layette. What kind of clothes should the baby wear? The clothes selected for the baby should depend a great deal upon

the climate and season, but in general, the following points should be considered in their selection: comfort and freedom of the baby; convenience in dressing; ease in laundering; cost and attractiveness. The baby's clothes should keep his body at a uniform temperature. They must be washed often and with a great deal of care if they are to be kept sweet and clean. Baby garments should be simple in construction and trimming. Remember that the baby's welfare depends upon being kept healthy, clean, and comfortable.

The Baby Should Have Plenty of Sleep. He should have a bed of his own, with a firm mattress and no pillow. He should have plenty of fresh air—drafts may be avoided by using a screen or spreading a quilt on the edge of the bed. There should not be too much noise or light, but absolute quiet and darkness are not necessary. It is unhealthful for the baby to sleep with his mother or with any other adult.

The following table gives the approximate number of hours of sleep required for babies during the first two years:

Baby of two and three months. .18 to 20 hours out of 24

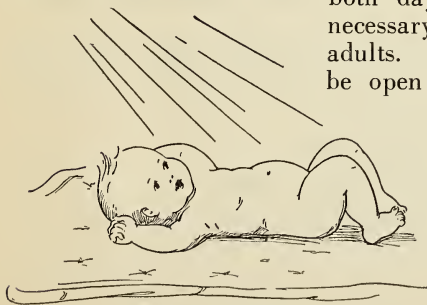
Baby of six months.15 to 16 hours out of 24

Baby of one year.14 to 15 hours out of 24

Baby of two years.13 to 14 hours out of 24

During the first year a baby needs about sixteen hours of sleep, and during the second year about thirteen. The child from two to four years of age needs twelve hours, and the one from four to five, eleven hours.

Fresh Air, Cod-Liver Oil, and Sunshine. Sunshine and fresh air are essential to the baby's growth and good health. Fresh air both day and night is even more necessary for the baby than for adults. At least one window should be open in his sleeping room. A sleeping porch is an ideal place for the baby.



Sunshine for Health.

The baby should have a sunbath daily, beginning at the age of three or four weeks, if we are to follow the latest advice of the scientifically

trained child-study specialists. The sunlight should come in direct contact with the skin. Clothing and window glass keep out the ultra-violet rays that are so desirable. Cod-liver oil has been called "bottled sunshine" because it does the same things for the baby as the direct sunshine on his skin. Directions for giving sunbaths and cod-liver oil will be given by the baby's physician or found by consulting some of the newer books and bulletins about children and their care.

EXERCISES

Why should children, from early infancy, be allowed to do everything possible for themselves? May and John give Baby Ruth so much attention when they are home that she is unhappy when they are at school. Discuss this problem.

Tell why tickling, teasing, and scaring babies should be avoided.

Is it wise to wake the baby in order to "show him off?" Why is he quieter, happier, and healthier if he has regular habits of eating, sleeping, and airing?

What garments does the baby need? Visit baby shops and examine ready-to-wear garments. Consult books, bulletins, and mothers about the necessary clothing for a baby. Make a list of the clothing needed in a baby's first wardrobe. Find out how a baby's clothes should be laundered.

Why should a baby's birth be registered?

Discuss the danger of giving drugs and soothing syrup to babies. Why should we consult the doctor, rather than some neighbor, when the baby is ill?

Why do babies need sunshine, cod-liver oil, and orange or tomato juice?

List toys suitable for babies. List those which are not suitable and tell why they are not.

Make a set of rules to be observed when a baby visits your home. Make another set to be observed when you care for a small baby.

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Is Your Child's Birth Recorded?

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Baby's Clothes, Extension Service, Iowa State College, Ames, Iowa.

Clothes for the Baby, Fabric and Dress, Rathbone and Tarpley, Houghton Mifflin.

American Child Health Association, *The Baby in the House of Health.*

Metropolitan Life Insurance Company:

The Baby's First Days.

The Child.

So Is the Tree Inclined.

Prudential Life Insurance Company, Newark, New Jersey:

Baby Primer, Care of the Baby.

* * * * *

“’Tis the sweet association
Of the friendly books and chairs,
The pitter-pat of little feet
Rebounding on the stairs;
The cheer and love that twinkle
With the bright lights through the gloam
Reflecting happiness within
That makes a house a home.”

HOME ECONOMICS LIBRARY

Do you enjoy reading? The habit of reading good books, magazines, and newspapers bring many happy and substantial rewards such as the power of being self-entertaining and the pride of being well informed. These satisfactions are worth while, but better than these reading broadens one's view on life, and may be the means of introducing one to the greatest minds of all the ages. To attain the goal of worthy home membership, we should read not only the books which are closely related to the home-making experiences, but those on general topics that will broaden us and make of us interesting, agreeable, and understanding companions.

Do you have a public library in your community? If not, perhaps you have a State Traveling Library, which is usually located in your State Capitol Building. Do you know how to use your library? Get acquainted with the librarian, who will gladly show you how to use the library. She may also be willing to make suggestions as to what books and magazines are particularly suited to your needs.

SUGGESTED LIST OF REFERENCES

HOME AND FAMILY LIFE

CLASS REFERENCES:

| AUTHOR | TITLE | PUBLISHERS |
|--------------------|--|---------------------------------|
| Anon | The Log Cabin Lady Boy and Girl Scout, and Campfire Girls' Manuals | <i>Little Brown & Co.</i> |
| Bomar | Social Aspects of Home Making | <i>Lippincott</i> |
| Calvert | Everyday Living for Boys and Girls | <i>Smith Hammond & Co.</i> |
| Clark & Quigley | Etiquette, Jr. | <i>Doubleday Page</i> |
| Cooley | The Home and Family | <i>Macmillan</i> |
| Dean of Girls | Manners and Conduct | <i>Allyn & Bacon</i> |
| Dodd | Fiber and Finish | <i>Ginn & Company</i> |
| Faculty | Everyday Manners for Boys and Girls | <i>Macmillan</i> |
| Fisher | The Home Maker | <i>Harcourt Brace & Co.</i> |
| Gibson | On Being a Girl | <i>Macmillan</i> |
| Hague and Others | Studies in Conduct | <i>University Pub. Co.</i> |
| Justin and Rust | Problems in Home Living | <i>Lippincott</i> |
| Kinyon and Hopkins | Junior Home Problems | <i>Sanborn & Company</i> |
| Roosevelt | Letters to His Children | <i>Chas. Scribners' Sons</i> |

HOME AND FAMILY LIFE (*Cont.*)

FOR TEACHERS AND PARENTS:

| AUTHOR | TITLE | PUBLISHERS |
|-------------------|---|-------------------------------|
| Brown & Haley | Teaching of Home Economics | <i>Houghton Mifflin</i> |
| Charters | Teaching Ideals | <i>Macmillan</i> |
| Cooley and Others | Teaching Home Economics | <i>Macmillan</i> |
| Kauffman | Teaching Problems in Home Economics | <i>Lippincott</i> |
| Gilbreth | The Home Maker and Her Job | <i>D. Appleton & Co.</i> |
| Gruenberg | Sons and Daughters | <i>Holt</i> |
| Overstreet | Influencing Human Behavior | <i>W. W. Norton & Co.</i> |
| Post | Etiquette | <i>Funk & Wagnalls</i> |
| Robinson | A Guide to Literature in Home and Family Life | <i>Lippincott</i> |
| Spencer | The Family and Its Members | <i>Lippincott</i> |

SPENDING THE FAMILY INCOME

CLASS REFERENCES:

| | | |
|--------------------------|---------------------------------------|--------------------------------|
| Babcock | Pin Money Suggestions | <i>Little Brown & Co.</i> |
| Calvert | Everyday Living for Boys and Girls | <i>Smith Hammond & Co.</i> |
| Cooley and Spohr | Household Arts for Home and School | <i>Macmillan (Vol. I)</i> |
| Donham | Spending the Family Income | <i>Little Brown & Co.</i> |
| Franklin | Poor Richard's Almanac | <i>Houghton Mifflin Co.</i> |
| Franklin | Autobiography of Benjamin Franklin | <i>A. C. McClurg Co.</i> |
| Justin and Rust | Problems in Home Living | <i>Lippincott</i> |
| Kinyon & Hopkins | Junior Home Problems | <i>Sanborn & Co.</i> |
| Pritchard and Tarkington | Stories of Thrift for Young Americans | <i>Chas. Scribner's Sons</i> |

FOR TEACHERS AND PARENTS:

| | | |
|-----------------|---|-------------------|
| Abel | Successful Family Life on a Moderate Income | <i>Lippincott</i> |
| Andrews | Economics of the Household | <i>Macmillan</i> |
| Taber & Wardell | Economics of the Family | <i>Lippincott</i> |

FOOD SELECTION, PREPARATION, AND CARE

CLASS REFERENCES:

| | | |
|--------------------|------------------------------------|--------------------------------|
| Bailey | Meal Planning and Table Service | <i>Manual Arts Press</i> |
| Bailey | Food Preparation and Serving | <i>Webb Pub. Co.</i> |
| Calvert | Everyday Living for Boys and Girls | <i>Smith Hammond & Co.</i> |
| Delineator | Delineator Cook Book | <i>Butterick Pub. Co.</i> |
| Farmer | Boston Cooking School Cook Book | <i>Little Brown & Co.</i> |
| Gatchell & Helbing | Hand Book for Menu Planning | <i>Smith Hammond & Co.</i> |
| Greer | Foods and Home Making | <i>Allyn & Bacon</i> |

FOOD SELECTION, PREPARATION, AND CARE (*Cont.*)

| AUTHOR | TITLE | PUBLISHERS |
|---------------------------|---|--|
| Gunn | Table Service and Decoration | <i>Lippincott</i> |
| Harris & Lacey | Everyday Foods | <i>Houghton Mifflin</i> |
| Home Econ. Dept. | Practical Cookery | <i>Kan. State Agri. Col.</i> |
| Kennedy | Food Study Manual for Junior High School Students | <i>Manual Arts Press</i> |
| Kinne & Cooley | Food and Health | <i>Macmillan</i> |
| Kinne & Spohr | Household Arts in Home and School | <i>Macmillan (Vol. II)</i> |
| Kinyon & Hopkins | Junior Food and Clothing | <i>Sanborn Co.</i> |
| Tipton | Menus for Every Occasion | <i>Fred. A. Stokes Co.</i> |
| Wellman | Food, Its Planning and Preparation | <i>Lippincott</i> |
| Wellman | Food Study for High Schools | <i>Little Brown & Co.</i> |
| Willard & Gillette | Dietetics for the High School | <i>Macmillan</i> |
| FOR TEACHERS AND PARENTS: | | |
| Cooper and Others | Nutrition in Health and Disease | <i>Lippincott</i> |
| Halliday and Noble | Hows and Whys of Cooking | <i>Univ. of Chicago Press</i> |
| McCollum & Simonds | Food, Nutrition and Health | <i>Authors, Baltimore, Md.</i> |
| Pattee | Practical Dietetics: Diet in Health and Disease | <i>A. F. Pattee, Mt. Vernon, N. Y.</i> |
| Roberts | Nutrition Work with Children | <i>Univ. of Chicago Press</i> |
| Rose | Feeding the Family | <i>Macmillan</i> |
| | Foundations of Nutrition | |
| Robinson & King | Learning Exercises in Food and Nutrition | <i>D. C. Heath & Co.</i> |

CLOTHING SELECTION, CONSTRUCTION, AND CARE

CLASS REFERENCES:

| | | |
|---------------------|--|--------------------------|
| Brown and Others | Clothing Construction | <i>Ginn & Co.</i> |
| Butterick | Principles of Clothing Selection | <i>Macmillan</i> |
| Cook | Essentials of Sewing: The Sewing Machine | <i>Manual Arts Press</i> |
| Denny | Fabrics and How to Know Them | <i>Lippincott</i> |
| Dyer | Textile Fabrics | <i>Houghton Mifflin</i> |
| Rathbone & Tarpley | Fabrics and Dress | <i>Houghton Mifflin</i> |
| Hyde | The Sewing Book | <i>The Century Co.</i> |
| Trilling & Williams | A Girl's Problems in Home Economics | <i>Lippincott</i> |
| Trilling & Williams | Art in Home and Clothing | <i>Lippincott</i> |

FOR TEACHERS AND PARENTS:

| | | |
|---------------------|------------------------------------|-------------------|
| Balderson | Laundering | <i>Lippincott</i> |
| Baldt | Clothing for Women | <i>Lippincott</i> |
| Loewen | Millinery | <i>Macmillan</i> |
| Manning & Donaldson | Fundamentals of Dress Construction | <i>Macmillan</i> |
| Sargent | Enjoyment and Use of Color | <i>Macmillan</i> |

THE HOUSE, ITS FURNISHINGS, CARE, AND MANAGEMENT

CLASS REFERENCES:

| AUTHOR | TITLE | PUBLISHERS |
|---------------------|---|--------------------------------|
| Allen | Mechanical Devices in the Home (with lesson sheets) | <i>Manual Arts Press</i> |
| Chapman & Shaeffer | Pleasant and Profitable Farming (Yards, Garden, Farm Home Conveniences) | <i>Smith Hammond & Co.</i> |
| Cooley & Spohr | Household Arts for Home and School | <i>Macmillan (Vol. I)</i> |
| Donham | Marketing and Housework Manual | <i>Little Brown & Co.</i> |
| Dyer | Textile Fabrics | <i>Houghton Mifflin Co.</i> |
| Justin & Rust | Problems in Home Living | <i>Lippincott</i> |
| Johnson | Bacteriology in the Home | <i>Manual Arts Press</i> |
| Kinyon & Hopkins | Junior Home Problems | <i>Sanborn & Co.</i> |
| Rolfe | Interior Decoration for the Small Home | <i>Macmillan</i> |
| Trilling & Williams | Art in Home and Clothing | <i>Lippincott</i> |
| Trilling & Williams | A Girl's Problems in Home Economics | <i>Lippincott</i> |

FOR TEACHERS AND PARENTS:

| | | |
|------------|----------------------|-------------------------------|
| Baldertson | Housewifery | <i>Lippincott</i> |
| Baldertson | Laundrying | <i>Lippincott</i> |
| Frederick | New Housekeeping | <i>Am. Sch. of Home Econ.</i> |
| Goldstein | Art in Everyday Life | <i>Macmillan</i> |
| Gray | House and Home | <i>Lippincott</i> |

HEALTH, HOME CARE OF THE SICK, AND FIRST AID

CLASS REFERENCES:

| | | |
|--------------------|---|--------------------------------|
| American Red Cross | Textbook on Home Hygiene and Care of the Sick | |
| Andress & Evans | Health and Good Citizenship Boy and Girl Scouts, and Campfire Girls' Handbook | <i>Ginn & Co.</i> |
| Burkard & Others | Health Habits (Book II) | <i>Lyons & Carnahan</i> |
| Calvert | Everyday Living for Boys and Girls | <i>Smith Hammond & Co.</i> |
| Johnson | Bacteriology of the Home | <i>Manual Arts Press</i> |
| Lippitt | Personal Hygiene and Home Nursing | <i>World Book Co.</i> |
| Pope | Text Book: Simple Nursing for High Schools | <i>Putnam</i> |

HEALTH, HOME CARE OF THE SICK, AND FIRST AID (*Cont.*)

FOR TEACHERS AND PARENTS:

| AUTHOR | TITLE | PUBLISHERS |
|------------|---|---|
| Broadhurst | Home and Community Hygiene | <i>Lippincott</i> |
| Broadhurst | How We Resist Disease | <i>Lippincott</i> |
| Eliason | First Aid in Emergencies | <i>Lippincott</i> |
| Pattee | Practical Dietetics: Diet in Health and Disease | <i>A. F. Pattee, Mt. Vernon, New York</i> |
| Rose | Feeding the Family (Revised) | <i>Macmillan</i> |
| Williams | Hygiene and Sanitation | <i>W. B. Saunders</i> |
| Williams | Personal Hygiene Applied | <i>W. B. Saunders</i> |

HOME ENJOYMENT AND RECREATION

FOR PUPILS, TEACHERS AND PARENTS:

| | | |
|------------------|---|-------------------------------|
| | Boy and Girl Scout, and Campfire Girls' Manuals | |
| Bomar | Social Aspects of Home Making | <i>Lippincott</i> |
| Conde | The Business of Being a Friend | <i>Houghton Mifflin Co.</i> |
| Dearborn | Influence of Joy | <i>Little Brown & Co.</i> |
| Harris & Lacey | Everyday Foods | <i>Houghton Mifflin</i> |
| Hodge | Nature Study and Life | <i>Ginn</i> |
| Hurl | First Steps in Enjoyment of Pictures | <i>Houghton Mifflin</i> |
| Smith | Happy Mannikin in Manners Town | <i>Albert W. Litman</i> |
| Hutchinson | Building Strong Bodies | <i>Houghton Mifflin</i> |
| Johnson | When Mother Lets Us Keep Pets | <i>Moffatt, Yard</i> |
| Kennedy | The Home and Moving Pictures | <i>Abingdon Press</i> |
| Kephart | Camping | <i>Macmillan</i> |
| Kinyon & Hopkins | Junior Home Problems | <i>Sanborn & Co.</i> |
| Lutes | The Gracious Hostess | <i>Bobbs Merrill</i> |
| Owen | Parties That Are Different | <i>Abingdon Press</i> |
| | A Book of Original Parties | |
| Smith | What Can Literature Do for Me? | <i>Doubleday Page</i> |
| Snow & Froehlich | One Hundred Things a Girl Can Make | <i>Lippincott</i> |
| Thomas | Music in the Home | <i>Abingdon Press</i> |
| Van Dyke | The Meaning of Pictures | <i>Scribners' Sons</i> |

CHILDREN AND THEIR NEEDS

CLASS REFERENCES:

| | | |
|-----------|------------------------------|-------------------------------|
| Arlitt | The Child from One to Twelve | <i>McGraw-Hill</i> |
| Cleveland | Training the Toddler | <i>Lippincott</i> |
| Dennett | The Healthy Baby | <i>Macmillan</i> |
| Dickinson | Children Well and Happy | <i>Leroy Phillips, Boston</i> |
| Dickinson | Children Are Like That | <i>John Day</i> |

CHILDREN AND THEIR NEEDS (*Cont.*)

| AUTHOR | TITLE | PUBLISHERS |
|---------------------|---------------------------------|---|
| Ferguson | Child's Book of Teeth | <i>World Book Co.</i> |
| Goodspeed & Johnson | Care and Training of Children | <i>Lippincott</i> |
| Groves | Wholesome Childhood | <i>Houghton Mifflin</i> |
| Holt | Care and Feeding of Children | <i>D. Appleton & Co.</i> |
| Justin & Rust | Problems in Home Living | <i>Lippincott</i> |
| McCarthy | Healthy Child From Two to Seven | <i>Chas. Scribners' Sons</i> |
| Patri | Child Training | <i>D. Appleton & Co.</i> |
| Patri | Problems of Childhood | <i>D. Appleton & Co.</i> |
| Scott | How to Know Your Child | <i>Little Brown & Co.</i> |
| Thompson | Training My Babies | <i>Richard G. Badger</i> <i>Gorman Press, Boston</i> |
| Waring and Wilker | Behavior of Young Children | <i>Scribners' Sons</i> |

FOR TEACHERS AND PARENTS:

| | | |
|-------------------|---|-------------------------------|
| Arlitt | Psychology of Infancy and Early Childhood | <i>McGraw Hill</i> |
| Baldwin & Stecher | Psychology of Pre-School Child | <i>D. Appleton & Co.</i> |
| Blanton & Blanton | Child Guidance | <i>Century Co.</i> |
| Blatz and Bott | Parents and the Pre-School Child | <i>Morrow</i> |
| Cosgrave | Psychology of Youth | <i>Doubleday Doran</i> |
| Faegre & Anderson | Child Care and Training | <i>Univ. of Minn. Press</i> |
| Fisher | Mothers and Children | <i>Holt</i> |
| Gessell | Mental Growth of the Pre-School Child | <i>Macmillan</i> |
| Groves | The Drifting Home | <i>Houghton Mifflin</i> |
| Gruenberg | Your Child Today and Tomorrow | <i>Lippincott</i> |
| Gruenberg | Outlines of Child Study | <i>Macmillan</i> |
| Gruenberg | Guidance of Childhood and Youth | <i>Macmillan</i> |
| Lucas | Health of the Runabout Child | <i>Macmillan</i> |
| Myers | The Modern Parent | <i>Greenberg</i> |
| O'Shea | Newer Ways with Children | <i>Greenberg</i> |
| Pierce | Understanding Our Children | <i>E. P. Dutton</i> |
| Roberts | Nutrition Work with Children | <i>Univ. of Chicago Press</i> |
| Saylee | The Problem Child at School | <i>Commonwealth Fund</i> |
| Saylee | The Problem Child at Home | <i>Commonwealth Fund</i> |
| Secham | The Tired Child | <i>Lippincott</i> |
| Slemans | The Prospective Mother | <i>D. Appleton Co.</i> |
| Thom | Everyday Problems of the Everyday Child | <i>D. Appleton Co.</i> |
| Van Blarcom | Getting Ready to Be A Mother | <i>Macmillan</i> |
| Watson | Psychological Care of the Infant and Child | <i>W. W. Norton & Co.</i> |
| Wickman | Children's Behavior and Teachers' Attitudes | <i>Commonwealth Fund</i> |
| Wicks | Inner Life of Childhood | <i>D. Appleton</i> |

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MAR 7 '59

NOV 3 1960

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JUN 3 1963

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OCT 24 '63

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